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ABSTRACT

This first in a series of seven related teaching guides that together outline a public school district's English language arts curriculum for kindergarten through grade six focuses on a course of study for kindergarten. The guide explains the district's overall philosophy and teaching goals and the philosophy behind the development of the curriculum that emphasizes the importance of language arts as a process that should be interwoven with every curriculum area. Also presented are a curriculum diagram, a scope and sequence chart, a summary of kindergarten skills and aims, and resources for the kindergarten teacher. The major part of the guide presents additional resources, activities, and teaching techniques that emphasize various concepts such as perception, listening, speaking, and writing. Extensive appendixes offer other resources, including a library program guide, suggestions for oral and written reports, lists of recommended films and books, and a selection of practices used by teachers in the district. (AEA)

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# A COURSE OF STUDY
# in
# ENGLISH LANGUAGE ARTS
# for
# KINDERGARTEN

Rochester Public Schools
Rochester, Minnesota
1980

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# TITLE IX POLICY STATEMENT

It is the policy of School District 535, Rochester, Minnesota, to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person in District 535 shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, status with regard to public assistance, or disability to be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or activity, or in employment, or recruitment, consideration, or selection, therefor, whether full time or part time, under an educational program or activity for which the school is responsible.

## Statement of Philosophy and Goals
## Adopted by the Rochester Public Schools

1. Develop intellectual curiosity and a positive attitude toward learning.
2. Master basic skills of reading, writing, speaking, and listening.
3. Master basic skills in mathematics.
4. Develop the ability to think creatively, logically, and critically.
5. Develop an appreciation and respect for the worth and dignity of every individual.
6. Develop an awareness and understanding of people of other races, creeds, nations, and cultures.
7. Develop an appreciation of the American heritage and an understanding of the role of citizens in a democracy.
8. Develop a feeling of student pride in achievement and progress.
9. Develop the student's feeling of positive self-worth, security, and self-assurance.
10. Develop an appreciation of fine arts including music, art, and literature.
11. Develop an understanding of the world in which we live and the physical laws which govern it.
12. Develop a concern for the conservation of natural and human resources and the preservation of man's environment.
13. Develop an understanding of good physical health and well being.
14. Develop abilities and interests which will lead to a productive future.
15. Develop the ability to use tools, techniques, and strategies of learning.

# MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535.

Dr. Everett M. Walton
Associate Supt. for Instruction

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# PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

## A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

## B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

### Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

### Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere, for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

## Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

## Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company). Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for children who have difficulty decoding the printed word. Children can now "read" and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English.) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

## Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood CLiffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

## C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in the spelling guide should be adjusted to fit the child's ability to master the work and, therefore, to experience success. The district curriculum guide for spelling, SUCCESS IN SPELLING, outlines the approach for teaching the Basic and Stretch Lists. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

## D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

By sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

## E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen: "Let's Keep the Kettle Boiling,"
Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

## F. USING CHILDREN'S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

## G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

## H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program, since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

## I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

## J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the components of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can plan and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

## K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

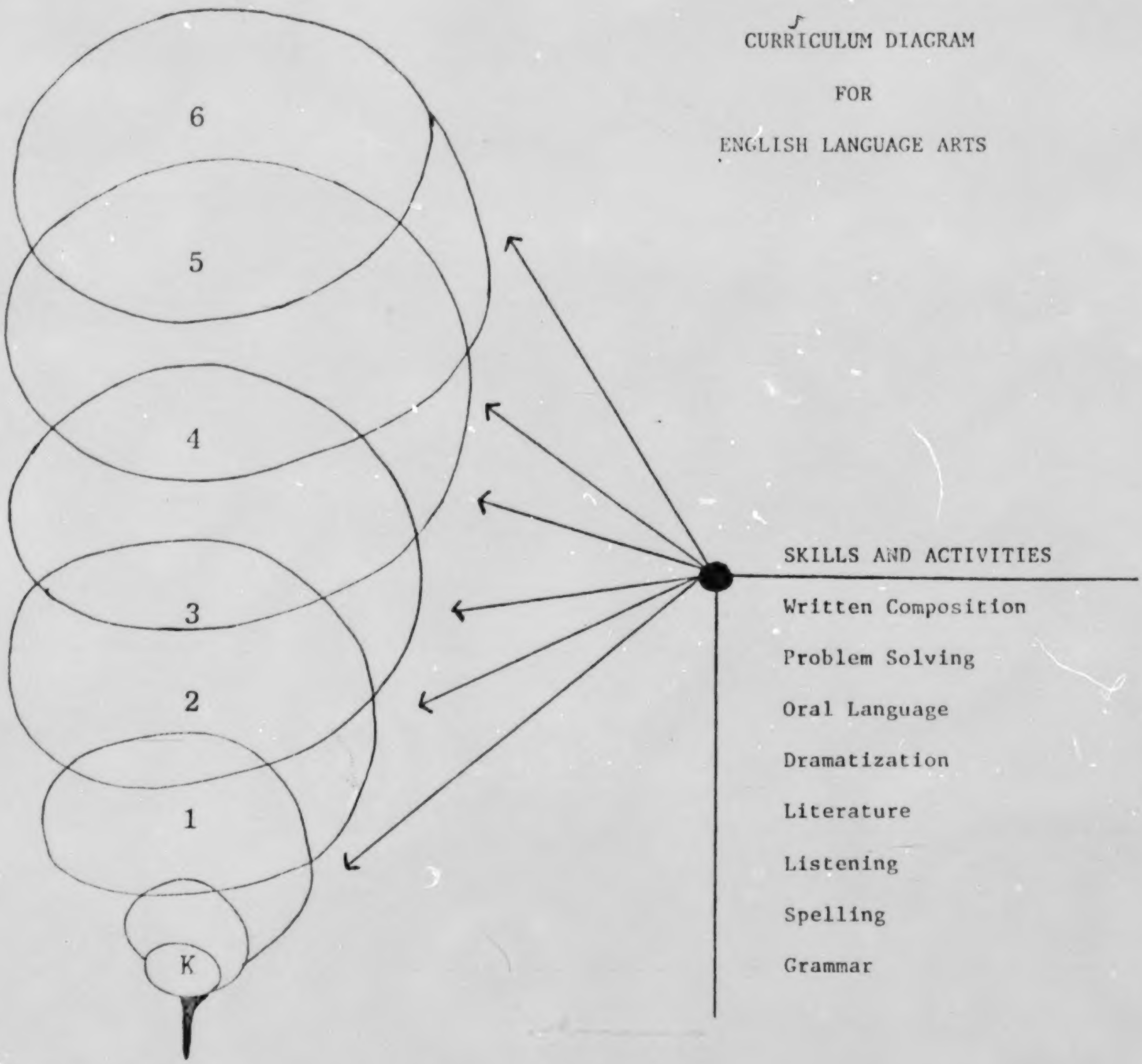
LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures.
LANGUAGE has certain mechanical conventions.

Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

# CURRICULUM DIAGRAM
# FOR
# ENGLISH LANGUAGE ARTS



SKILLS AND ACTIVITIES

Written Composition
Problem Solving
Oral Language
Dramatization
Literature
Listening
Spelling
Grammar

MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

## SCOPE AND SEQUENCE CHART
## FOR
## ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

| SKILLS LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD | | | | | | | | |
| Understand value of our own ideas and ideas of others | X | X | X | X | X | X | X | X |
| Realize that people have similar emotions | X | X | X | X | X | X | X | X |
| Recognize the ways our own feelings affect others | X | X | X | X | X | X | X | X |
| Recognize that we all have "good" and "bad" days | X | X | X | X | X | X | X | X |
| Understand that we can learn from our mistakes | X | X | X | X | X | X | X | X |
| Utilize planning skills | X | X | X | X | X | X | X | X |
| Realize that participation and involvement can bring satisfaction | X | X | X | X | X | X | X | X |
| Recognize that we have freedom to make responsible choices | X | X | X | X | X | X | X | X |
| Identify and use our senses | X | X | X | X | X | X | X | X |
| Understand our dependence on each other | X | X | X | X | X | X | X | X |
| Develop a positive self-image | X | X | X | X | X | X | X | X |
| Use our language to describe our perceptions | X | X | X | X | X | X | X | X |
| Use problem solving techniques to resolve conflicts | X | X | X | X | X | X | X | X |
| Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring | X | X | X | X | X | X | X | X |
| Understand dignity of different kinds of work | X | X | X | X | X | X | X | X |
| Respect and gain understanding of other cultures | X | X | X | X | X | X | X | X |
| Understand viewpoint of others | X | X | X | X | X | X | X | X |
| Encourage students to become self-directing human beings | | | | | | | | |
| II. LISTENING | | | | | | | | |
| Listen for enjoyment and appreciation | I | I | F | F | F | M | M | M |
| Listen courteously | I | I | F | F | M | M | M | M |
| Listen to sense the purpose of the person speaking | I | I | F | F | M | M | M | M |
| Listen to recognize sounds in the environment | I | I | I | F | F | M | M | M |
| Listen to recognize sales-pressure in advertisements | I | I | I | F | F | F | F | F |
| Listen in order to draw conclusions and make inferences | I | I | I | F | F | F | F | F |
| Listen to follow step by step directions | I | I | F | F | F | F | F | M |
| Listen for the favorable or unfavorable effects of a speaker's voice | I | I | F | F | F | M | M | M |
| Listen to note how character is revealed through dialogue | I | I | F | F | F | M | M | M |

| SKILLS LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| II. Listening - Cont. | | | | | | | | |
| Listen for main ideas, details, and the answer to specific questions | I | I | F | F | F | M | M | M |
| Listen to build vocabulary | I | I | F | F | F | M | M | M |
| Listen to follow sequence in a story, play, lecture, or demonstration | I | I | F | F | M | M | M | M |
| Listen to distinguish between the true and make-believe | I | I | F | F | M | M | M | M |
| Listen for story development, tuneful words and rhythm | I | F | F | M | M | M | M | M |
| Listen to visualize descriptive and dramatic passages | I | F | F | M | M | M | M | M |
| Listen to respond to the mood of the story | I | F | F | M | M | M | M | M |
| Listen to distinguish between fact and opinion | | | I | I | I | F | F | F |
| Listen for supporting evidence of a speaker's statement | | | | | I | F | F | F |
| Listen for evidence of prejudice and bias | | | | | I | F | F | F |
| Listen to evaluate propaganda by checking observable facts | | | | | I | F | F | F |
| Listen to be aware of the person's style of speaking | | | | | I | F | F | F |
| III. ORAL AND BODY LANGUAGE | | | | | | | | |
| Increase vocabulary | X | X | X | X | X | X | X | X |
| Expand language patterns | X | X | X | X | X | X | X | X |
| Use speaking experience for enjoyment of stories, rhymes, etc. | X | X | X | X | X | X | X | X |
| Develop conversation skills | X | X | X | X | X | X | X | X |
| Develop effective speech habits and courtesies in group discussions | X | X | X | X | X | X | X | X |
| Speak with ease | X | X | X | X | X | X | X | X |
| Use language for self-expression | X | X | X | X | X | X | X | X |
| Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection | | X | X | X | X | X | X | X |
| Organize thoughts to make meaningful speech | X | X | X | X | X | X | X | X |
| Combine gestures, props, facial expression, and body movements | X | X | X | X | X | X | X | X |
| IV. WRITTEN LANGUAGE | | | | | | | | |
| Compare written language with listening and speaking | I | I | I | F | F | F | F | M |
| Record our thoughts in creative ways | I | I | F | F | F | F | M | M |
| Write with a purpose | I | I | I | F | F | F | F | F |
| Choose correct words that say what we mean | I | I | I | I | F | F | F | F |
| Enjoy the writing experience | I | I | F | F | F | F | F | F |
| Establish mood or impression | | | | | | I | I | F |
| V. HISTORY | | | | | | | | |
| History of the language | | | | I | I | F | F | F |
| Classification of languages | | | | | | I | F | F |
| Comparing and contrasting languages | | | | | | I | F | F |
| Influence of other languages | | | | | I | F | F | F |

| SKILLS LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| VI. USAGE (Refer to Appendix A for usage skills.) | | | | | | | | |
| VII. SEMANTICS AND DIALECTS | | | | | | | | |
| Use antonyms, synonyms, homonyms | | I | I | F | F | M | M | M |
| Use acronyms | | | | | | I | F | F |
| Make compound words | | I | F | F | M | M | M | M |
| Use prefixes and suffixes | | | I | I | F | F | M | M |
| Be alert for ambiguity in language | | | I | I | F | F | F | F |
| Observe denotation and connotation | | | | | | I | F | F |
| Note change of meaning of words in context/out of context | | | | | I | F | F | F |
| Distinguish sounds - Phonemic, syllables, whole word | | | | I | I | F | F | F |
| Use of figurative language | | | I | I | I | F | F | F |
| Study dialects for meaning and differences | | | | | I | F | F | F |
| Observe national dialects of our language | | | | | | I | F | F |
| Observe regional dialects of our language | | | | | | I | F | F |
| VIII. GRAMMAR | | | | | | | | |
| Functions of words; structure words | | | | | | | | |
| nouns (name words in K, 1) | I | I | F | F | M | M | M | M |
| verbs (action words in K, 1) | I | I | F | F | F | M | M | M |
| adjectives (picture words in K, 1) | I | I | F | F | F | M | M | M |
| adverbs | | | I | I | F | F | F | M |
| pronouns | | | I | I | F | F | F | M |
| prepositions and prepositional phrases | | | | | I | I | F | F |
| connectors (conjunctions) | | | | | I | F | F | F |
| interjections | | I | I | F | M | M | M | M |
| Number | | | | | | | | |
| singular | I | I | F | F | F | M | M | M |
| plural | I | I | F | F | F | M | M | M |
| Comparison of adjectives and adverbs (degrees: er, est) | | | I | I | F | F | M | M |
| Sentence structure | | | | | | | | |
| simple sentence | I | I | F | F | M | M | M | M |
| compound sentence | | | I | I | F | F | M | M |
| complex sentence | | | | | | I | F | F |

| SKILLS | LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|---|
| IX. | LITERATURE/COMPOSITION FORMS | | | | | | | | |
| | Fairy tales and folktales | X | X | X | X | X | X | X | X |
| | Fantasies | X | X | X | X | X | X | X | X |
| | Animal stories | X | X | X | X | X | X | X | X |
| | Legends | X | X | X | X | X | X | X | X |
| | Poems | X | X | X | X | X | X | X | X |
| | Novels | X | X | X | X | X | X | X | X |
| | Plays | X | X | X | X | X | X | X | X |
| | Riddles | X | X | X | X | X | X | X | |
| | Jokes | X | X | X | X | X | X | X | |
| | Fables | | X | X | X | X | X | X | X |
| | Newspapers | | | X | X | X | X | X | X |
| | Myths | | | | X | X | X | X | X |
| | Biography | | | | X | X | X | X | X |
| | Journals | | | | X | X | X | X | X |
| | Autobiographies | | | | | X | X | X | X |
| | Advertisements | | | | | | X | X | X |
| | Essays | | | | | | X | X | X |
| X. | CAPITALIZE | | | | | | | | |
| | I and contractions made with I | | I | F | M | M | M | M | M |
| | First word in sentence | I | F | F | M | M | M | M | M |
| | Names of people and pets | I | F | F | M | M | M | M | M |
| | One and two-word story titles | I | I | I | F | M | M | M | M |
| | Story titles of more than two words | | | I | I | F | F | M | M |
| | Name titles, initials, and certain abbreviations | | I | I | I | F | F | M | M |
| | Days of week, months, holidays | I | I | I | I | F | F | M | M |
| | Names of schools, streets, cities, and states | I | I | I | F | F | M | M | M |
| | Words used in place of names | | | | | | I | F | F |
| | Names of buildings, parks, companies, sacred books, religion | | | | I | I | F | F | M |
| | Names of races of people, nationalities, and languages | | | | I | I | F | F | M |
| | Names of ships, planes, trains, geographical features, and words used to designate a particular area | | | | | I | I | F | F |
| | First word in the greeting, closing of a letter, and address | | I | I | F | F | M | M | M |
| | First word of direct quotation | | | | | I | F | F | F |
| | First word in outline headings and subheadings | | | | | I | F | F | F |
| XI. | PUNCTUATION | | | | | | | | |
| | Period at end of sentence | I | I | F | F | M | M | M | M |
| | Period with abbreviations and initials | | | I | I | F | M | M | M |
| | Period after numerals and letters in an outline | | | | I | F | F | F | M |
| | Question mark at end of an interrogative sentence | I | I | F | F | M | M | M | M |
| | Comma, ending marks, and quotation marks in direct quotations | | | | I | I | F | F | F |
| | Comma when separating items in a series | | | | I | F | F | M | M |
| | Comma in a friendly letter and envelope | | | I | F | F | M | M | M |
| | Comma in direct address | | | | | I | F | F | M |
| | Comma in appositional phrases | | | | | | | I | F |

| SKILLS LEVELS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| XI. Punctuation - Cont. | | | | | | | | |
| Comma to set off some introductory words, phrases, and clauses | | | | I | I | F | F | M |
| Comma before connector | | | | | | | I | F |
| Apostrophe in contractions | | I | I | F | F | M | M | M |
| Apostrophe in possessives | | | I | I | F | F | M | M |
| Exclamation mark at end of exclamatory sentence and interjections | | I | I | F | M | M | M | M |
| Colon in business letter and preceding list | | | | | I | F | F | M |
| Hyphen in compound words and dividing words at the end of a line | | | | I | F | F | M | M |
| Dash between inclusive numbers | | | I | I | F | M | M | M |
| Underline in book, magazine, and newspaper titles | | | | | I | F | F | M |
| Quotation marks to enclose short stories, poems, songs, articles, chapters of books | | | | | I | F | F | M |
| XII. PARAGRAPHING (Refer to Appendix E.) | | | | | | | | |
| Indenting | | | I | F | F | F | M | M |
| Leaving margins | | | I | F | F | M | M | M |
| Paragraphing according to main idea | | | | | I | F | F | F |
| XIII. DICTIONARY/THESAURUS | | | | | | | | |
| Multiple definitions | | | I | I | F | F | F | M |
| Alphabetical order | | I | I | F | F | M | M | M |
| Use of guide words | | | | I | F | F | F | M |
| Use of phonetic respellings and pronunciation key | | | | I | F | F | F | M |
| Abbreviations for parts of speech | | | | | I | F | F | M |
| XIV. LETTER WRITING | | | | | | | | |
| Friendly letter and envelope form | | | I | F | F | M | M | M |
| Business letter and envelope form | | | | | I | F | F | M |
| Thank you notes | I | I | I | F | F | M | M | M |
| Invitations | | I | I | F | F | M | M | M |
| XV. PROOFREADING | I | I | F | F | F | F | F | F |

## SUMMARY OF SKILLS AND AIMS

### KINDERGARTEN

| Language helps us understand self, others and our world. | Language is communication. | Language is constantly changing. | Language has a variety of structures. | Language has certain mechanical conventions. |
|---|---|---|---|---|
| Perception<br>Use senses for greater awareness and response.<br>Observe with a purpose.<br>Develop visual and auditory discrimination.<br>Self, Others, World<br>Gain positive interpersonal relations.<br>Gain good self image.<br>Make choices and decisions.<br>Accept mistakes as ways of learning.<br>Understand that values -one's own or others- have worth.<br>Be aware that forethought and planning contribute to the well-being of all. | Listening<br>Follow and understand directions.<br>Perceive relationships.<br>Make comparisons and draw conclusions.<br>Experience cognitive thinking and problem solving situations.<br>Realize that literature is a happy learning resource.<br>Speaking<br>Increase vocabulary.<br>Expand language patterns.<br>Use gestures, props, facial expressions, body movements and tone of voice freely.<br>Writing<br>Record thoughts and ideas.<br>Compare with listening and speaking.<br>Realize that some writing is practical, some is creative.<br>Realize the satisfaction of being able to express thoughts and ideas. | Understand word meanings are sometimes determined by usage.<br>Use "then and now" vocabulary as comprehensive aid.<br>Realize that literature introduces us to the wonderful world of words and ideas.<br>Understand that changing language patterns reflect the physical, social, emotional and intellectual growth of the students. | Use appropriate sounds and words to describe, identify the main idea or purpose.<br>Use different patterns of literature for enjoyment.<br>Clarify word meaning and usage.<br>Recognize that communication is achieved through sounds, words and sentences whether combined or alone. | Realize the first word of a sentence is capitalized.<br>Realize that one and two word titles are capitalized.<br>Realize days of week, months, holidays, streets, cities and states are capitalized.<br>Realize that names of people and pets are captialized. |

[illegible] skills of each concept are developed throughout the Helpful Activities of the guide.

## ENGLISH LANGUAGE ARTS RESOURCES

### Kindergarten

| Media | Company | Unit |
|---|---|---|
| **CLASSROOM** | | |
| Books | | |
| Child | Copyprint Centers | 1 |
| Stage | Education Services | 1 |
| What's In Diffy's Pocket? | Instructional Fair | 1 |
| Launch | Educational Services | 1 |
| Readiness Week-by-Week | Grade Teacher | 1 |
| Arbuthnot Anthology of Children's Literature | Scott Foresman | 1 |
| The Handwriting Course of Study | District 535 | 1 |
| **SCHOOL IMC or READING CENTER** | | |
| Books | | |
| Creative Dramatics Handbook | NCTE | 1 |
| Puppets (The principal and teacher(s) may wish to place these puppets in the classroom.) | | |
| "Animal Face Puppets" | St. Paul Book and Stationery Co. | 1 set |
| "Members of the Family" | St. Paul Book and Stationery Co. | 1 set |
| "Goldilocks and the Three Bears" | St. Paul Book and Stationery Co. | 1 set |
| Kits | | |
| Language Activities Kit | Scott Foresman | 1 set |
| "Listening Activities Record Album" | Scott Foresman | 1 |
| Kit of puppets | | 1 set |
| Story Cards | | |
| Tell Again Story Cards, Level 1 | McGraw Hill | 1 set |
| Miscellaneous | | |
| Full-length mirror | | 1 |
| **A-V CENTER** (Within parentheses is the amount of time each item may be checked out.) | | |
| Kits | | |
| MM-91 Learning Language Skills I | McGraw Hill | 6 (6 wks.) |
| SFS-189 Impressions, Volume I (order by title as a set)<br>"In the Park"<br>"On the City Streets" | Visual Education, Inc. | 7 (3 wks.) |

## A-V CENTER

Kits - cont.

| Media | Company | Unit |
|---|---|---|
| "At the Zoo" | | |
| "At the Shore" | | |
| SFS-400 Who Am I? Kindle, Vol. I | Scholastic | 5 (3 wks.) |
| (order by title as a set) | | |
| "The Joy of Being You" | | |
| "Nothing Is Something To Do" | | |
| "People Packages" | | |
| "All Kinds of Feelings" | | |
| "Do You Believe in Wishes?" | | |
| SFS-399 How Do I Learn? Kindle, Vol. 2 | Scholastic | 4 (3 wks.) |
| (order by title as a set) | | |
| "Figuring Things Out" | | |
| "Making Mistakes" | | |
| "Do You Forget?" | | |
| "Who's Afraid?" | | |
| "What Next?" | | |
| SFS-188 The Creative Eye | Warren Schloat Productions | 6 (2 wks.) |
| (order by title as a set) | | |
| "Part I, What Can I Be?" | | |
| "Part II, Do You See What I See?" | | |
| "Part III, Can You See Me?" | | |
| Instant Readers - Level I | Holt, Rinehart, Winston | 1 (2 wks.) |
| (order by title as a set) | | |

Films

F-4-634 "How Long Is a Minute?"
F-4-64 "The Big Red Barn" (8 minutes)
F-8-614 "Apryl and Her Baby Lamb" (13 minutes)
F-4-224 "Ferdinand the Bull" (8 minutes)
F-4-522 "Wee Geese" (7 minutes)
F-8-10 "Leaves" (13 minutes)
F-4-180 "Mother Goose Stories" (11 minutes)
F-4-527 "Sheep, Sheep, Sheep" (11 minutes)
F-8-368 "Jazzoo" (18 minutes)
F-4-242 "Sparky, the Colt" (11 minutes)
F-8-246 "Mr. Moto Takes a Walk" (14 minutes)
F-4-174 "Little Red Hen" (11 minutes)
F-8-64 "Puss in Boots" (16 minutes)
F-4-126 "Hare and the Tortoise" (11 minutes)
F-4-249 "Story About Ping" (10 minutes)
F-4-935 "Hailstones and Halibut Bones--Part I" (7 minutes)
F-4-936 "Hailstones and Halibut Bones--Part II" (7 minutes)
F-4-316 "Goldilocks and the Three Bears" (11 minutes)
F-4-521 "Swimmy" (6 minutes)
F-12-876 "A Pupil-Centered Classroom" (30 minutes) (in-service film)

| Media | Company | Unit |
|---|---|---|

## A-V CENTER

### Sound Filmstrips

| | |
|---|---|
| SF-1800 | "Mother Goose Rhymes" |
| SF-1804 | "Folk Tales and Fairy Tales" |
| SF-1826 | "The Frog Prince" |
| SF-1827 | "Story Book Friends" |
| SF-1829 | "Jack and Jill and Lazy Jack" |
| SF-1832 | "Animal Friends" |
| SF-1181 | "The Three Bears" |
| SF-1183 | "Little Red Riding Hood" |
| SF-1188 | "Peter Rabbit" |
| SF-1185 | "Gingerbread Man" |
| SF-1187 | "The Little Red Hen" |

### Filmstrips

| | |
|---|---|
| FS-1830 | "Three Little Pigs" |
| FS-1263 | "Mr. & Mrs. Robin and Their Springtime Family" |
| FS-1264 | "Mrs. Squirrel and Her Family" |
| FS-1383 | "Peter Pan" |
| FS-1831 | "Ugly Duckling and the Sly Fox" |
| FS-2586 | "Jack and Jill" |
| FS-2603 | "Similarities" |
| FS-2604 | "Differences" |
| FS-2620 | "Little Boy Blue" |
| FS-2876 | "Puss in Boots" |

### Cassettes/Records

| | |
|---|---|
| C-148 | "The Red Hen" |
| C-149 | "Goldilocks, Billy Goats Gruff" |
| C-151 | "Bozo at the Circus" |
| C-152 | "Mother Goose" |
| C-153 | "Bedtime Stories" |
| C-544 | "Winnie the Pooh Songs" |
| C-547 | "Story Hour With Shirley Booth" |
| C-651 | "Poems of A. A. Milne" |
| C-651 | "When We Were Very Young" |
| C-651 | "Now We Are Six" |

### Study Prints

| | |
|---|---|
| SP | "Moods and Emotions" |

Teachers should select or develop materials and activities which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

PERCEPTION

CONCEPT: Language helps us understand self, others and our world.

SKILLS:

1. Use language to increase awareness of shapes, colors, textures, odors, tastes and sounds so that the children's response and reactions are personalized.

2. Observe with a purpose in mind.

3. Sharpen visual and auditory discrimination through hearing, seeing, and feeling.

4. Use skills of seeing, doing, feeling, being, thinking, touching and hearing so understanding is realized.

5. Use literature liberally to develop the understanding that all people have feelings and needs.

AVAILABLE RESOURCES:

1. Science Kit (Kindergarten) Look in Activity 4 - Helpful Activities
2. Launch, pp. 69-79 and pp. 92-99
3. Child, pp. 7-18
4. Tell Again Story Cards, Level I (A-V Center)
5. "Similarities" (#2603 filmstrip) (A-V Center)
6. "Differences" (#2604 filmstrip) (A-V Center)
7. Kindle I: Who Am I, "Nothing Is Something to Do"
8. Kindle II: How Do I Learn, "Do You Forget?"
   "Figuring Things Out"
   "What Next?"
   "Making Mistakes"
9. Literature Drawer Entries
   "My Hands"
   "High Upon the Windy Hill"
   "The Magic Skipping Rope"
   "A Cat Named Clyde"
   "Mr. Wolf and His Tail"
   "Edward and the Boxes"
   "Out Walking"
   "Icebox Elf"
   "Hump, the Escalator"
   "Ants Live Here"
   "Comparison"
   "Grumpety Groans"
   "Bubble Gum"
10. Readiness Week-by-Week, pp. 3, 4, 6, 9, 11
11. Creative Eye, Parts I, II, III
12. "Hailstones and Halibut Bones" (Part I: #4-395; Part II: #4-396; two films)
13. Classroom materials and games
14. Library books in buildings:
    Crash! Bang! Boom, Peter Spier
    What Can You Do With A Box, Ruth Radlauer

PERCEPTION

A Kiss Is Round, Blossom Bundney
The Big, Big Box, Barbara Adam
Round and Round and Square, Fredium Shojuer
Wing On A Flea, Ed Emberly
Detective Arthur On The Scent, Mary J. Fulton
The Rub Book, James Seidelman
How Big Is A Box, Gleason, Myller, Rodendorf
My Five Senses, Aliki
Following Your Nose, Paul Showers
High Sounds, Low Sounds, Franklyn Branley
The Listening Walk, Paul Showers
Look At Your Eye, Paul Showers
Hear Your Heart, Paul Showers
A Drop Of Blood, Paul Showers
Are You My Mother?, P. D. Eastman
You Don't Look Like Your Mother, Said The Robin to The Falcon, Aileen Fisher
No Accounting For Tastes, Aileen Fisher
The Brave Little Indian, Billand Bernard Martin
What Is Your Favorite Thing To Hear?, Myra Gibson
Shapes, Miriam Schlein
Colors, John Reiss
Numbers, John Reiss
Project 1-2-3, Eve Merriam
Lisa Cannot Sleep, Kay Beckman
What Is A Color, Alice & Martin Provensen
Touching For Telling, Ilo Podendorf
Who, What, When?, Ilo Podendorf
Things Are Alike and Different, Ilo Podendorf
True Book of Sounds We Hear, Ilo Podendorf
Shapes, Sides, Curves and Corners, Ilo Podendorf
Do You See What I See, Helen Barten
Rosies Walk, Pat Hutchins
Changes, Changes, Pat Hutchins
Is This The House Of Mr. Mouse?, Richard Scarry
How Big Is A Foot, Ralph Myller
The Touch Me Book, Pat & Eve White
Fun With A Paper Plate, Harry Milgrom
Adventures With A Paper Cup, Harry Milgrom
The Animal Book, Lorna Balian
Adventures With A Straw, Harry Milgrom
Look and See, Tana Hoban
The Rub Book, James Seivelmen
Let's Imagine Sounds, Janet Wolff
Mom! I Need Glasses!, Angelika Wolff
In The Night, Paul Showers
The Apple Mouse, Thomas Ulrich
I Saw A Purple Cow and 100 Other Recipes For Learning, Ann Cole and Others

NOTE: Since perceptual development is basic to the understanding of all our concepts but especially the concept "Language helps us understand (perceive) self, others, and our world." Perception will be the first section of the concept followed by sections self, others, world.

HELPFUL ACTIVITIES:

1. Flash

Each child chooses 4 shapes to cut out and put on a paper with each shape a different color. When all are finished, have one child or more stand up and flash a picture for 10 seconds. Ask the other children to recall what was on the paper.

2. Question Mark Bags

Have 10 paper bags and in each have something with a different texture to touch. See how many each child can guess. Then before telling, discuss how each thing felt.

3. Artist

Make a picture (crayons, paints or clay) of something that smells great to you.

a. Use the "artist" idea with other senses.
b. Use the pictures for discussion and comparison. Have children try to guess picture subjects of others.

4. Science Correlations - Science Kit

a. Observing 7, 8
b. Using Space/Time Relationships 1, 2, 3 (Shapes, Direction Movement)
c. Observing 1, 2, 4 (color and sound)
d. Classifying 1, 2, 3

5. Nothing Is Something To Do

Use Kindle: Who Am I "Nothing Is Something to Do" (This filmstrip encourages the child to experience his environment by touching, seeing, tasting, hearing and smelling.)

a. Use follow-up questions and activities for "Nothing Is Something To Do."
b. By using his 5 senses, have a child select two things in the room that are the same in some way (size, shape, color, texture, or whatever).
c. Discussion: Ask the children if they have ever done any of the things the children in the filmstrip did.
d. Build a discussion around the following questions:
    (1) Did anyone touch something on the way to school today?
    (2) Did anyone smell something on the way to school today?
    (3) Did anyone hear something on the way to school today?
    (4) Did anyone taste something on the way to school today?

(5) Did anyone see something on the way to school today?

e. Literature Drawer

(1) Use poem "My Hands" to help child become aware and think about some of the ways hands help him to have fun, learn many things, and be happy.

Literature Drawer

(2) Provide materials such as clay, pipe cleaners, wire, old gloves to be stuffed so that students can make unusual hands. Display with a class chart story: Our Hands Can . . . .

(3) Individual stories entitled "Once Upon A Time My Hands" are composed orally. They may be dictated or recorded on tape. Each "hands creation" in activity 2 above may be used as a suggestion.

6. How Do I Learn

Use Kindle: How Do I Learn "Do You Forget?" (forgetting and remembering)

a. Do follow-up activities.
b. "I Remember When" - Have children remember back to a preschool experience and tell about it.
c. Pick out a material thing (clock, door, bed) and then ask children to recall a personal preschool experience associated with it.

7. Making Mistakes

Kindle: How Do I Learn - "Making Mistakes" (Errors are experience lessons)

a. Discussion: Everyone makes mistakes: Have you ever made one? What? Did you learn from it?
b. Use suggested activities in Kindle guide.

8. Figuring Things Out

a. Show Kindle: How Do I Learn "Figuring Things Out" (Use alternative possibilities and alternative solutions)
b. Use follow-up activities. The suggested activities that are listed in the Kindle guide are plentiful and useful.

9. What Next

Show Kindle: How Do I Learn "What Next" (problem solving by way of short range plans)

a. Use follow-up activities suggested in Kindle guide.
b. Plan an entire school day together. Guide children through a sequential pattern. Leave part of the day unplanned and see what happens. Have realistic follow-up discussions. See activities in "Language Has Certain Mechanical Conventions."
c. Readiness, Week-by-Week, p. 4, Activity 3, week 4.
d. Literature Drawer Entry "Edward and the Boxes" for dramatic play.

10. Shape-O

a. A child puts his body into a geometric shape or a letter shape and others guess. Are they really seeing what the child is thinking. Instead of 'child's body, use rope, pipe cleaners, yarn to make shapes.

b. Readiness: Week-by-Week
   (1) p. 2, activity 2 - week 1
   (2) p. 4, activity 1 - week 3
   (3) What's in a Pumpkin, p. 6

c. The Creative Eye Series (Cassette-filmstrip)
These vicarious experiences will be more meaningful to the child if he has an opportunity to do the same in his own environment - inside and outside the building. This activity is especially helpful in "Language is communication" concept activities.

This series involves the student in imaginative play to develop excitement of perceiving a face in the bark of a tree or an elephant in the shape of a cloud.

d. Literature Drawer Entries
Read "The Impatient Snowman" and/or "Frosty Window." Have dittoed copies ready to attach to a piece of paper to spatter print for "take home sharing."

Make spatter prints by placing appropriate cutouts, leaves, ferns, etc., in center of colored construction paper. Use white poster paint, toothbrush or screen and a tongue depressor and send paint on paper. When dry, lift the "silhouette maker" and attach poems.

The poem "White Things" is a good entry to include for the "take home sharing." A chalk illustration is suggested.

11. Listen and Travel

Give directions to a child which involves going to 5 places. Say the directions once and see if the child can do it exactly and in order. Example: Go to the door and shut it, go touch a boy, throw that paper away, give the teacher a hug and sit down in that order. (This could be put on tape.)

12. Listen and Tell

Go outside and walk without talking and tape record the walk - when back in the classroom play the tape and discuss.

a. Tell what was heard. List sounds that were heard on the chalkboard.
b. Pantomime something that was heard.

13. Look-n-touch

Teacher starts by touching two things in the room; a child follows and touches the same two, plus one of his own. This keeps building until you get so many things to touch that you can't keep them straight. If the first day you try it you are able to touch 13 things, then this is the record you try to break from this point on. If a child starts touching in order but misses one, he must stop and can't add one of his own.

14. Launch, pp. 69-79

This is good for general information on listening and directions.

15. Launch, p. 92 #9

An exciting game involving listening, alphabet, and fun.

16. Tell Again Story Cards - Level I

Development of order, recall, listening emphasized. Do a story a week - first day you show and read and the next day a child tells the story as you flash pictures and then a child flashes pictures and tells story and then flash the pictures and change the story and then - and then.

17. Child, pp. 7-18

Awareness of language sounds, background activities and ideas for sound of language are included on these pages.

a. Have the child repeat a simple move that another child has done.
   Example: Turn around once, bend over to touch toes - and jump up high.
b. Do same as above only the child who does movement also verbalizes moves. The child who copies does the same.

18. Filmstrips

Show filmstrips #2603 "Similarities"
#2604 "Differences"

No sound, just pictures where children have to pick out the ones the same as those different.

a. Play "Which Doesn't Belong" or "Which Belongs." Teacher shows four objects and asks the children which one doesn't belong and why. Teacher could hold up 3 pencils and a pen or 3 books and a piece of chalk, etc. Shapes on flannel board or overhead projector are suggested, too.

19. Literature Drawer

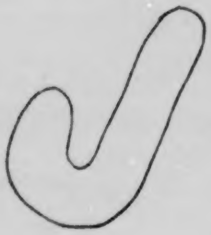
The entries are for listening enjoyment, development participation via body English, etc. For instance:

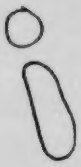
| | |
|---|---|
| "Hump, the Escalator" | "Grumpety Groans" |
| "Comparison" | "Ants Live Here" |

20. Alphabet Pretzels

Add the sense of taste for a more complete understanding of the alphabet. The alphabet pretzel recipe below makes 18-24 pretzel letters:

| | | | |
|---|---|---|---|
| ½ cup water<br>1 pkg. dry yeast | dissolve | 4 c. flour<br>1 tbsp. sugar<br>1 tsp. salt | mix |



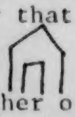


1 egg beaten slightly with tbsp. water
Coarse-grained salt (kosher salt is dandy).
With a large spoon work flour mixture into yeast mixture in a large bowl. When about 3 cups of flour mix have been worked in, begin to knead the mixture on a counter top while working in the remaining flour mix. Divide the dough into 18 - 24 parts. Shape the dough into letters and place on greased pans. "Paint" with egg-water mixture and sprinkle with salt. Bake 35 minutes, or until golden brown, at 425° F.

A variation of this (that would be quicker) would be to use clay instead of dough. And it wouldn't have to be letter shapes, it could be numbers or geometric shapes. Any type of play dough is a good substitute.

21. What Is It?

a. Each participant needs a garage and a tiny car or other small object (marble, checker, button). Make the garage by cutting off the bottoms of milk cartons and cutting a door that folds as:



Teacher or child leader using spatial relationships vocabulary directs: Put the (object) in the garage (on, behind, over, etc.). A player 1 chosen asks "Where is my (object) ?" Player 2 chosen by player 1 answers, "It is (spatial word) the garage."

b. Where is your friend? object? (book, crayons, specific toy)

Students work in pairs taking turns being the director.

Director might say," (Friend) sit under a table." Friend would ask, "Where Am I?" and director answers, "You are sitting under the table." Or " (Friend) put the (object) behind you." Friend asks, "Where is the ____?" and director uses a talking sentence to answer.

*c. Show Me (a group or center activity).

Leader using spatial relationship concept vocabulary directs participants to make a picture of story they hear in the box named on the grid.

| | |
|---|---|
| 1. △ | 2. ○ |
| 3. | 4. |

Leader: Listen to the stories and use your color crayons to make a picture of what you heard.

(1) In Box 1 make a picture of this story: The marble is inside the shape of the triangle.
(2) Box 2 - The square box is to the right of the circle shape.
(3) Box 3 - Draw a short red line from left to right in this box.
(4) In Box 3 make a green triangle above the short red line.
(5) Box 4 - Draw 2 boxes that are exactly alike.

d. Have another adult tape "Show Me" activity to be used as a group or center activity. This provides an opportunity for the teacher to observe and evaluate. Children experience another voice as well as that of the regular classroom teacher.

22. Literature Drawer Entries

"The Magic Skipping Rope," "A Cat Named Clyde," "Mr. Wolf and His Tail," "Icebox Elf?"

These entries are dramatic play, body movement, and listening experience as well as spatial relationship and vocabulary meaning development.

23. Notebook Ring Doodles

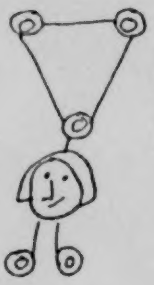
a. Have 9" x 12" construction paper of assorted colors and notebook ring reinforcements available.

Directions to participants:

(1) Take the color you like and 3 rings, go back to your personal space and move the rings on your colored paper until they are parked where you'd like them to be. Then glue them.
(2) Now turn your paper in all directions with the rings glued on and see and think about whether something interesting could be made if you used your black color crayon to "help the notebook rings." Do it.
(3) Color your picture and dictate the story.

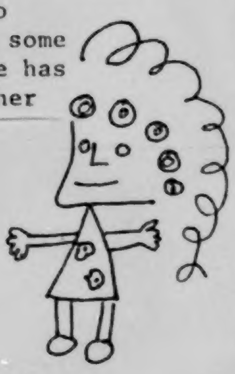
When activity "a" is completed, have the student take 5 rings and make another notebook Ring Doodle.

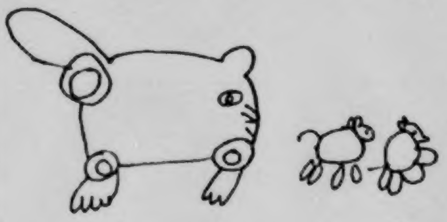
Examples by Children:



A man was on a helicopter. He jumped out of the helicopter and pulled the string.

This is a little doll. She wants to change into some slacks. She has curlers in her hair.





This is a Silly Cat. She is chasing some mice, a yellow one and a fat one. Silly Cat caught the baby yellow one because his mother wasn't watching him.

24. "Hailstones and Halibut Bones" is a film divided into two separate parts, which allows the teacher to have an activity between Part I and Part II. Since the film is based upon the book of the same title, he or she may want to check the book out from the library to use with the film - reading parts of it to the children before, between Parts I and II, and after the film. Two viewings of Part I may be helpful for children to understand the narrated poetry. As a follow-up activity each child may enjoy selecting one color, drawing a picture with that color crayon, and then dictating a sentence or two (with the color word in his dictation) to the teacher who writes the "story" below the picture---visual and print literature. Perhaps all the stories could be stapled together into a book which the entire class takes to the library where it is shelved beside the "real" Hailstones and Halibut Bones.

25. Our Tree

a. Choose a tree nearby and take a picture of it the first week of school, when the leaves turn color, in winter, and in spring.
b. Gather leaves for a collection. Group them into categories of large and small leaves; smooth and sharp edges; dark and light.
c. Each child chooses a leaf and pastes it on a piece of construction paper. Ask children to turn their papers with the leaf on it and think about what the leaf could be. Then they should use their color crayons to make it a part of an interesting picture. A child may see the leaf as a hat, a cape, an animal or a machine.
d. Literature Drawer Entry
    (1) "High Upon the Windy Hill" is appropriate here and is also a choral reading experience.
    (2) "Heart of the Woods"

26. "How Long Is a Minute" - film

The abstract understanding of time (estimating how long or how short) is increased. Literature Entry "The Minute Story" fits here.

27. Mirror, Mirror See Me

Activities implementing mirrors are ways to develop a positive awareness and understanding of self, others and environment. A positive self-image is encouraged and a sense of self-value developed.

Some possible "mirror" related activities are listed under the concepts below.

Before using the mirrors, the children usually need many informal exploring and looking times with the mirrors. "Just look at me times" that have props to be part of the experience as a pillow, chair, large building block, a funny hat, an adult coat. Such an activity might be initiated during planning time by announcing "Today is the pillow, mirror and you day." Make yourself an interesting picture.

Refer to concept - Language helps us understand self, others and our world for:

Activity 3 "Talk To Me" Variations.

a. Place smaller mirrors at various levels around the room so that just heads, knees, feet, etc., can be observed. Then use the full-length mirror in which the entire body can be observed.

b. Cover the full-length mirror so only half (fourths, thirds) of self is visible. Find a small mirror that has a like mirror picture.

c. Use crayons to make picture seen as feet; then find a picture in a magazine to make the picture complete. Later in year make complete picture upon seeing just one part of body.

d. "Look, we are talking." Choose a pal (friend) and use available props as chairs, tables, pillows, blocks...the full-length mirror and smaller ones in suggested positions for visiting time. How and why were the mirror pictures alike, different. The same mirror could be discussed by the group. "Who Am I" or "Who Are We" if reflection was made by people placed on a table behind the viewing children.

e. Hold up suggested pictures and/or others suggested in activity 3 under concept noted. Have children be "pretend cameras" and show what is happening on the pretend television screen (mirror).

Activity 5b Use mirror and/or crayons, clay.

Activity 9 Have children walk to the mirror when pal is selected. An appropriate mirror caption - 'pals or friends' - can be used. (Note: Activity 8, under concept "Language Is Communication" is a possible evaluative activity.)

Activity 7 Possible evaluation activity of self-awareness.

Activity 1 "Flash." Have child stand behind viewing group and flash a shape and ask "What shape do you see?" Child answering "I see a __________." This could also relate to other "flashes." (Perception section)

Activity 10 "Shape-O." Use mirrors for variation. (Perception section)

Activity 17 A variation is to have child stand behind the viewing group that is to do the actions demonstrated. (Perception section)

Refer to concept - "Language is Communication," under Speaking.

Activity 3 Literature Drawer

Activity 13

Activity 19 Many opportunities for use of mirror with the "Listening Activities" record especially.

Listening Section

Activities 9 and 10 Have puppets--hand and puppet playmates--and dress-up clothes available so that many basic concepts (nearest, between, beside, behind, below, over and...) would be more meaningful if their use is observed while doing and listening. (Note: Skills of concept "Language helps understand self, others and our world" provide a working base.)

Refer to concept - Language has a variety of structures.

Activity 6 Tape the situation story and directions for participation. Provide headsets and the mirror. Leader will point to child who is to pantomime the desired action: sleep, tired, happy as the wind, light as the clouds, fresh as the raindrop, waving as the branches of the tree, etc.

Activity 11 - Watch Me Tape the situation story with the following guidelines. Listen to see how the kittens are different. Choose the one you would like to buy. When you are chosen, show us with your body in the mirror. We will try to decide which kitten you'd like for your pet.

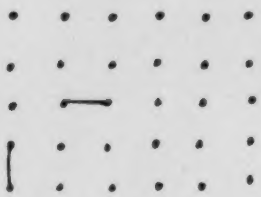
*Literature Drawer - "A Cat Named Clyde" is a good selection.

### 28. Lines and Dots

Demonstrate on chalkboard or chart paper. Then have "pairs" play the game on a ditto.

Player number 1 draws a line between any 2 dots. Across or up and down.

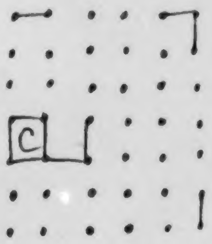
Player number 2 draws a line between any 2 dots. Like this; or like this.



Keep on taking turns.

If a player finishes a box, he puts his initial in the box (a symbol, or color it).

Each time a player finishes a box he gets to draw another line anywhere he wants to. See who gets the most boxes.



CONCEPT: Language helps us understand self, others, and our world.

AIMS: Human relations (Self, Others, World) helps us

1. to understand the value of one's OWN ideas and the value of other's ideas.
2. to know one's own feelings so that happy positive inter-personal relationships are basic to living and growing in our world.
3. to accept mistakes as ways of learning.
4. to understand that planning one's activities results in comfortable living conditions.
5. to realize that participation, involvement, sharing, interaction, enjoyment, and humor bring satisfaction to the individual and any group of which he is a part.
6. to understand that freedom to make choices and decisions is a privilege.
7. to understand and appreciate that literature can vicariously give us experiences of other cultures.

AVAILABLE RESOURCES:

1. Holt Data Bank (refer to table of contents in teacher's guide)
2. Diffy's Pocket (no page numbers in book)
3. "Apryl and Her Baby Lamb" (film) (A.V. Center)
4. "Swimmy" (film) (A.V. Center)
5. "Hare and the Tortoise" (film) (A.V. Center)
6. "Story About Ping" (film) (A.V. Center)
7. "Mr. and Mrs. Robin and Their Springtime Family" (#1263 filmstrip) (A.V. Center)
8. "Mrs. Squirrel and Family" (#1264 filmstrip) (A.V. Center)
9. Kindle I: Who Am I (kit) "All Kinds of Feelings" (A.V. Center)
   "People Packages"
   "Do You Believe in Wishes?"
10. Kindle: How Do I Learn (kit) "Who's Afraid" (A.V. Center)
11. Library books in classroom:
    a. Two Is a Team, Lorraine and Jerrold Beim
    b. Goodnight Moon, Margaret Wise Brown
    c. The Runaway Bunny, Margaret Weisbrod
    d. Grandfather and I, Helen E. Buckley
    e. The Little Boy and the Birthdays, H. E. Buckley
    f. Petunia, Roger Duvoisin
    g. Just Me, Marie Hall Ets
    h. Rosa-Too Little, Sue Felt
    i. Ask Mr. Bear, Marjorie Flack
    j. The Wonderful Story of How You Were Born, Sidonie Matsner Gruenberg
    k. What Do You Say, Dear?, Sesyle Joslin
    l. What's That Noise?, Lois Kauffman
    m. The Snowy Day, Ezra Jack Keats
    n. The Growing Story, Ruth Krauss
    o. Benjie, Joan Lexau
    p. One Morning in Maine, Robert McCloskey

q. Little Frightened Tiger, Golden MacDonald
r. Little Bear, Else Holmelund Minarik
s. The Tale of Peter Rabbit, Beatrix Potter
t. Mike's House, Julia L. Sauer
u. Let's Be Enemies, Janice May Udry
v. The Meanest Squirrel I Ever Met, Gene Zion
w. The White Marble, Charlotte Zolotow

12. Classroom materials and games
13. Study Prints "Moods and Emotions" (A.V. Center)
14. Literature Drawer Entries
    "My Name"
    "My Other Name"
    "Anatomy Lesson"
    "New Clothes and Old"
    "Someday"
    "The Mouse Who Collected Things"
    "Different"
    "What Do I Make"
15. Library books in buildings (Self, Others, World):
    Johnny Lion's Bad Day, Edith Hurd
    Where Is Daddy?, Beth Craft
    Days I Like, Lucy Hawkinson
    A Bad Day, Ruth Holland
    The Shy Girl, Phyllis Krasilovosky
    I Am Better Than You, Robert Lapshire
    Faces, Barbara Brenner
    How Do I Feel?, Norm Simon
    Freckle Juice, Judy Blume
    Who Will Be My Friend?, Sydney Hoff
    Too Many Crackers, Ellen Buckley
    I Have Feelings, Larry Burger
    Feelings, Judy Dunn
    I Need A Friend, Sherry Kafha
    Boy Was I Mad, Kathryn Hitte
    Rutherford T. Finds 21B, Barbara Rinkoff
    Whose Mouse Are You?, Robert Krause
    Your Skin and Mine, Paul Showers
    A Baby Starts To Grow, Paul Showers
    Gladys Told Me To Meet Me Here, Marjorie Sharmat
    Frog and Toad Together, Arnold Lobel
    Frog and Toad Are Friends, Arnold Lobel
    Alexander and The Wind Up Mouse, Leo Lionni
    Swimmy, Leo Lionni
    Frederick, Leo Lionni
    Secret Three, Mildred Myrick
    David Was Mad, Bill Martin, Jr.
    Aileen Fisher Series (Poetry):
    Animal Disguises, Aileen Fisher
    Animal Houses, Aileen Fisher
    Animal Jackets, Aileen Fisher
    Filling the Bill, Aileen Fisher
    Going Places, Aileen Fisher
    Sleepy Heads, Aileen Fisher
    Foil Twisters, Aileen Fisher
    No Accounting For Tastles, Aileen Fisher
    Now That Days Are Colder, Aileen Fisher

A Nightmare In My Closet, Marianna Mercer
The Meanest Squirrel I Ever Met, Gene Zion
Theodore, E. Ormondroyd
Theodore's Rival, E. Ormondroyd
The Biggest House In The World, Leo Lionni
Bad Boy, Good Boy, Marie Ets
No Fighting, No Biting, Else Minarek
Hi Cat, Ezra Jack Keats
Peter Chair, Ezra Jack Keats
Goggles, Ezra Jack Keats
The Snowy Day, Ezra Jack Keats
Whistle For Willie, Ezra Jack Keats
A Letter To Amy, Ezra Jack Keats
The House In The Meadow, Samuel Masmarschk

HELPFUL ACTIVITIES:

1. Discover

a. Each child is a detective. The student is to see how many places his name can be found in the classroom.
b. Hold up one or more name cards and direct these children to find their names in one or several places in the classroom.
c. Write the names on a chalkboard, transparency, or chart tablet that are to be found by owners.

2. Pop, Pop Popcorn

a. Listen and then do. Leader (teacher or child) says, "Pop, pop popcorn (children's names) skip to the door." As different children are chosen, a different locomotor movement can be used: eg. "Pop, pop popcorn (children's names), ______________, roll around your chair like a ball." (Crawl over the tables, jump up and down at a low level.)
b. Instead of saying the children's names after "pop, pop popcorn" put their name cards in a pocket chart or hold the cards up: "Pop, pop, popcorn (children's name cards) __________, __________ hop around the piano at a fast time."

3. Talk To Me

Have small dime store mirrors around the room with signs like: Talk to me, (A picture of someone talking on the sign, too.) Sing to me (With a song picture), Read to me (With a book picture). The sign over a full-length mirror might read: "This is me," or "See how big I am."

4. Holt Data Bank Teacher's Guide

The "Inquiring About Myself" section has many ideas and activities to enrich and extend this concept.

5. Show Kindle: How Do I Learn, "Who's Afraid"

   a. Before viewing this sound filmstrip, use activities 1, 2, 3, 4, 6, 9, and 13 in the accompanying guide.
   b. Ask, "Has anything frightening or scarey ever happened to you? What did you do? Show us with your crayons. We will write the words on your picture that tell what is happening." This is another opportunity to implement skills for the concept, Language has certain mechanical conventions.
   c. Show the filmstrip and use the rest of the activities suggested after re-capping previewing activities for discussion purposes.

6. Select poems from Literature Drawer. Some suggestions are:

   a. "My Name"
   b. "My Other Name"
   c. "Anatomy Lesson"
   d. "Someday"

7. Refer to Diffy's Pocket. Use the activities on the first page and magnifying glass page. (Pages are not numbered.)

8. Me Button:

   Make of construction paper and wear proudly home after a lesson stressing positive self-image. (Mari Graves)

9. Pal For a Day:

   a. First divide the class into two teams (committees) by way of sex, tables, clothes, color, hair or whatever. Choose a captain for each team. Put the names of one committee in a container. Members of the other committee take turns drawing these names. Student whose name is drawn becomes "a pal" for that day. Encourage the "pals" to plan, work, play together for the day.
   b. "Pals" could be responsible on a weekly basis for dusting, watering plants, messenger and room management assignments.

10. What Do You Think?

    a. Use a situation story for discussion, dramatization or introductory role playing.
    Example situation story: A little girl named Jean received a bicycle for her birthday. She was just looking at it. Her daddy and mommy couldn't figure out why she wasn't riding instead of just looking and looking.

    Her daddy went out to the driveway and said, "Jean, when are you going to go around the block and show Mary Jo your new bicycle? She might like to have a ride, too."

    "I'm not going," Jean said. "I don't want to ride it with dumb training wheels on it. Those big kids will laugh at me."

Jean's daddy said, "Those training wheels are your friendly helpers. They will help you learn to balance yourself. When you can do that I will take those training wheels off quick like a bunny."

"No, no, no," said Jean as she ran to the house and slammed the door.

b. Discussion:
 -How did Jean feel about her birthday gift?
 -Why did daddy want Jean to use the training wheels?
 -What could we say to Jean to help her understand herself better?
 -Is there anything you can't do now that you think you'll be ready to do someday?

c. Have children use color crayons (paint, clay) to show "Something I would like to do now, but I am not grown up enough yet to do."

d. Have children dictate stories of these illustrations and have an exhibit if clay is used.
 Example: "Space Pilot" - I want to be a space pilot.
 I will take pictures of Rochester.

e. Assemble above picture stories into booklets of eight or ten pages. Each group of authors choose their own booklet title and someone from the group will write the title on the cover. Keep the booklets in a special space labeled "Kindergarten Authors Library." Some booklets may even be placed in the school library.

f. Read Literature Drawer Entry "The Mouse Who Collected Things." It emphasizes the importance of being responsible to self and others.

*11. All About Me

a. Each child makes an oaktag folder decorating and writing the title and his name as well as can be. Make folders in September, January, and April; the first and second folders will be part of the total effort.

b. The child can keep his favorite things in his folder, such as original poems, pictures, stories, or any successful readiness activity that will fit. It could be a fireman's hat or a math paper too. Student should have perogative of adding and taking out folder contents as he desires.

c. Include a page with the child's photograph and ask him to "autograph" September, January, and April.

d. Encourage children to share folder contents, or the latest addition which even might be a paper they did at home. He could do this during Show and Tell or free time, and it could involve the whole class, a group or just the teacher.

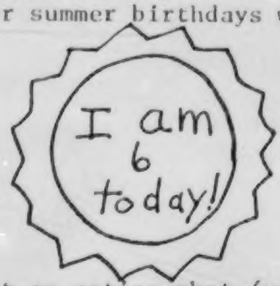
e. Have the children decorate a box to contain the folders. Put it in a convenient place and label it "All About Me."

f. Many conferences (individual and class) to discuss what might be interesting in the folders would be advisable. Caution: The child makes the final decision as to what is most important to him to be included or removed. Hopefully his value choice will grow.

12. Birthday Child

Ways of celebrating birthdays:

a. Help Birthday Child make a birthday badge and a birthday slipcover (paper) for his/her chair. Prepared ones especially for summer birthdays would be well.



Badge

b. Get an action shot (with a polaroid) of the birthday child to take home, for "All About Me" folder, or for a class "Birthday Book."

c. Have children sit on the floor to form any shape (circle, square, triangle, rectangle) for the pretend birthday cake. The birthday child stands in the center and listens to the group say:

Today is ____________________'s birthday,
Let's bake a cake.
Mix and stir, stir and mix,
Then into the oven to bake.
Here's our cake so nice and round,
We frost it __(color)__ and thick.
We put _______ candles on the top
Which __(child)__ now will light.

Next the birthday child chooses as many children as are needed for his/her cake. He/she then pretends to light each "candle" while the rest of the group sings "Happy Birthday"; the birthday child next makes a wish and pretends to blow out the candles. The candles fall on the floor and everyone claps their hands.

13. Literature Drawer entries are image improvers, especially if used with or part of the "mirror activities" under "perception."

14. V.I.P.

Each child makes a self-portrait and when it is finished, he/she is to find an adult to interview him/her because he/she is a very important person. Making prearrangement with the Principal, Secretary, Custodian, volunteer parents, and aides to be interviewers would be part of the pre-planning. Discussion of word meanings as: interview, autobiography, recorder, talking about funny or sad things, our family, about oneself, and pets would be part of class planning. The dictated story and the self-portrait together in a booklet entitled "Me, V.I.P." are good for taking home and sharing with parents.

CONCEPT: Language helps us understand self, others and our world.

HELPFUL ACTIVITIES:

1. Neighbors

   a. Arrange for the class to be invited to visit an upper elementary classroom to see how they work and play together. Creative dramatics, music, art, physical education are some areas that would provide kindergartners and hosts many opportunities to participate, interact, and react.
   b. Kindergarten host the same elementary grade at another time. In addition to areas listed in activity "a," any formal readiness activity using either group or learning center approach for interacting, reacting, and participation could be possible.
   c. For follow-up use experience chart stories, murals, or clay sculpture reproduction of experiences with a short dictated explanation.

2. Holt Data Bank

   The activities in teacher's guide are very good for this area.

3. Diffy's Pocket, last page

4. Show Kindle I: Who Am I, "All Kinds of Feelings."

   a. View and use suggested activities in the teaching guide.
   b. "Funny Funny": Situation story for role playing, dramatic play discussion.

      Jack went over to Jim's house to see his cool new surprise.

      Jim said, "Come on. We will go to my room." When they got to the door, Jim said, "Wait. Have to tie this scarf over your eyes so you will really be surprised."

      Then Jim took Jack by the hand into his room. He said, "now, you are standing in front of a neat, new beanbag chair. Sit down and see how soft it is." Jack sat down fast but he sat THUMP on the hard floor because Jim pulled the chair away. Jack began to cry but Jim was laughing and laughing and saying, "You sure looked funny when you landed on the floor. That was a good joke on you."
   c. Discussion that could follow "4b":
      Do you think "Funny, Funny" was a good name for this story?
      Do you think it was a good joke? Why not?
   d. Use a pantomime to follow-up "4b." Each child in his personal space answers the question, "How would you feel if you were Jack?" Show us with your body.

5. Role Playing

a. Select a story or a situation and ask a purpose-setting question as: "What would you do?" Choose the children needed to interact realistically either in a designated role (father, mother, baby) or as self.
An example of this: Four children are playing in the yard. There are many toys, but the favorite ones are the big riding ones -- the green tractor, a red truck, a yellow car. Then ask, "Who would like to be the four children and show us what maybe could have happened."

b. Possible story ideas for you to develop. Tell and show what happens.
  (1) Five children have four suckers.
  (2) Pick up after free time. There is a large tablecloth to fold, games shelf, paint corner, puzzles. Try different size groups.
  (3) Three children are in a plane crash. Helicopter comes but only has room for two riders.
  (4) Principal has decided that four children from our room are big enough to be on school patrol. He only needs three today.
  * (5) The most meaningful story ideas could be developed from actual happenings in your own room. Examples: disagreement in the block-building center, children who stop to visit a friend on the way home, or children who lose money.

c. Tape record one of the role playing situations and the playback of it will spark the discussion with different points of view.

6. People Tree or V.I.P. Tree

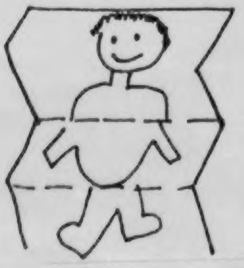
Have a photo of each child on an interesting shape hanging from a painted branch. Have a V.I.P. for a week by choosing a few students to be featured with the caption, "Who are we?"

*7. Mural

Break the class into teams and have them make a mural showing their room, school and playground activities.

8. Make a Pal

Creating a person is done together in groups of four. Each group folds a 12 X 18" paper into four equal parts. Child one draws the head in the top section and folds that section under so that child 2, 3 and 4 cannot see it. Child two draws the neck and shoulders and folds his section under so that the others can't see. Child three does the body trunk and folds it under. And child four draws the legs and feet. When finished, open up papers, enjoy, and discuss.



9. Show film "Story About Ping."

   a. Talk about Ping's interpersonal relations and his feelings during his discovery of others and the world.
   b. Dramatic play, role playing or pantomime would be good follow-ups.

10. Show film "Hare and Tortoise."

   a. After viewing, have a discussion that develops understandings and awareness of relationships as well as how situations can change them.
   b. What inferences can be made?

11. Show Kindle: Who Am I, "Do You Believe in Wishes?"

   a. Use the activities in teaching guide.
   b. Activities 1, 8 and 9 would be good choices because this understanding has not been focused on elsewhere.

12. Select poems from Poetry Drawer. Some suggestions are:

   a. "Make-a-Face" Marcie Hans
   b. "For Different Reasons" Ilo Orleans
   c. "Friends" Marie Redlon

Literature
Drawer

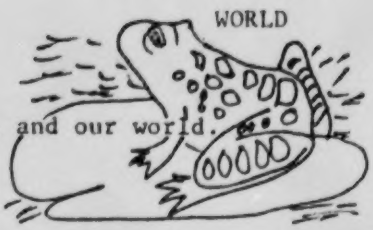
13. Literature Drawer Entry

"The Tiger In The Teapot" reflects the importance of consideration and respect for the feelings of others.

14. Pals

Children choose a pal and help each other trace around their bodies on a piece of heavy paper cut in body lengths.

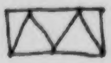
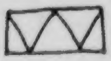
   a. Group discussion of possible body positions to make our pictures more interesting using the mirror, a child, paper, and a crayon to demonstrate.
      Pals trace around his pal and each pal colors and cuts his life size figure. Each one makes a name tag for his likeness.
   b. The life-size pictures can be arranged in conversational groups sitting on window sills, on wall space near doors, in corners and other likely places in the room and hall environment. They become "Talking Pictures."
   c. Children like to play their own role (or a friend's) in any of the "Talking Pictures" groups. They create ad lib conversations or planned ones according to their ability and the teacher's directions.
   d. Bulletin board talking pictures can have written conversation that includes words using beginning sounds in class or imagined happenings. This is a good "reading party" experience.



CONCEPT: Language helps us understand self, others, and our world.

HELPFUL ACTIVITIES: (World)

1. Treasure Hunt

   a. Divide a bulletin board into areas.  

   Place a face in each area that reflects the feelings: sad, happy, angry, afraid. Children can find pictures in magazines for each feeling and place them in correct labeled area. Examples: picnic--happy face areas; storm--afraid area.

   b. "Where are You?" is asked by leader. Child chosen to reply touches a picture on the bulletin board described above and says, "I am at the swimming pool."
      Leader: "How do you feel?"
      Child: "I feel happy."

   Refer to activities under concept "Language has many mechanical conventions."

2. Diffy's Pocket (This book doesn't have numbered pages.)

   a. House pages and add the address
      Magnifying glass-flower page
      Nature Hunt--Page
      Bug--Page
      Pipe cleaner--Page

3. Show Kindle: Who Am I, "People Packages"

   a. Use the suggested activities in the guide that goes with the sound filmstrip.
   b. Display appropriate pictures portraying our emotions. Ask the children to be mirrors and reflect the feeling that is in each picture. Ask, "Why do you think the people were ___________?" (Crying, laughing, etc.)

4. World Families

   a. Literature Drawer Entries
   "Hi Everybody," "My Brothers," "People Are People" are good follow-up of "People Packages" in activity 3. Poem "Some Children" is a good introduction to activity b.
   b. Through pictures and common experiences, home and school, exhibits, discussions and stories are activities that develop an awareness and appreciation of the needs, likenesses, differences and ways of all people.

5. King and or Queen For a Minute

   a. Choose two children to sit or be in a place. Tell them nobody is exactly like you. You are a special King _______ and Queen ________. With the rest of the class, talk about the likenesses and differences--size, weight, height, eyes, skin, clothes, etc.

6. Holt Data Bank

   The teacher's guide suggests many activities to extend this concept.

7. Travelers

   a. Soon after becoming comfortable in this part of the world (their school), expand their world by discussing other schools, and what things they think are done and discovered by other children. Plan the trip making a list of things needed to be done and things the class would like to know about the school to be visited.
   b. Use experience charts and thank-you notes.
   *c. Make "What I Liked Best" pictures (paint, crayons) with story dictated. Assemble into booklets for Kindergarten Authors corner.

8. You and Your Growing World

   a. Show filmstrips #1263 "Mr. and Mrs. Robin and Their Springtime Family" and #1264 "Mrs. Squirrel and Family" and talk about ways they are alike and different from people families.
   b. Through discussion to see and understand the relationship between physical and emotional growth, have a group of pictures in a display area that encompass their life story from their crib world, their room, whole house, yard, neighborhood, school, town and vacations or visiting relatives worlds. Develop understanding that their world will continue to expand. Ask if their mommies and daddies made a chart, whether they would have pictures like ours? Why? Why not?
   c. Arrange the pictures in sequence.
   d. Show two films and compare the animal's world expansion with activity "b."

______________ "April and Her Baby Lamb"
______________ "Swimmy, the Small Fish"
______________ Show Swimmy with and without the sounds. Why was Swimmy special?
*List inferences made in discussion.

9. Communications

*a. Discuss: Things we do in our room that might make other people happy (beautiful paintings, neat block constructions, good listeners, etc.). How could we share our fun things? (Write stories, ditto the stories and give them to principal, other grades, parents.) Each student choose something to do to share with someone. They may choose another class, a nursing home, hospital or ward as a community service.

b. Child pp. 99-105 has some good ideas for parent-teacher communications.

10. "The Big Red Barn"--film

The film is based on the book of the same title by Margaret Wise Brown. It shows a day of life on the farm and shows how animals communicate by sounds and actions.

11. Read!Read!Read!

The library list at the beginning of this concept provides a number of choices to enrich and extend meaning and learning of activities suggested. Add your favorites.

> Teachers should select or develop materials and activities which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

**CONCEPT:** Language is communication.

**SKILLS:** Listening helps us communicate.

1. Follow and understand directions.
2. Perceive relationships, make comparisons, and draw conclusions.
3. Recognize that listening helps with living, growing, and solving problems.
4. Participate in many, many interesting, comfortable listening experiences that encourage cognitive thinking.
5. Use literature for enjoyment, satisfaction, learning interesting things and igniting children's imaginations.

**AVAILABLE RESOURCES:**

1. Readiness Week-by-Week, p. 8, week 4, activity 1
2. Instant Readers, Level One
3. Child, pp. 7-15, pp. 47, 48
4. "Puss in Boots" (film) (A.V. Center) #8-64 (16 minutes)
5. "Impressions" Volume I (SFS) (A.V. Center)
6. Literature Drawer
   - "Radiator Lions"
   - "Rainy Day"
   - "Spinning Top"
   - "The Sad Shoes"
   - "Buildings"
   - "Just Watch"
   - "Popcorn"
   - "Silly Listening Book"
   - "Just The Right Size"
   - "My Favorite Word"
   - "What Did Abby Give Mother?"
   - "Out Walking"
7. Classroom materials and games
8. Library books in buildings

Story Telling With the Flannel Board Book II, Anderson-Denison
Riot of Quiet, Virginia Siecotte
Listen, Listen, Crosby Bonsall
Listen, Listen, Listen, Joan Wells

# LISTENING

Too Much Noise, Ann McGovern
Brave Little Indian, Bill Martin, Jr.
What Is Sweet? What Is Sour?, Bill Martin, Jr.
Nobody Listens To Andrew, Elizabeth Guilfoyle
Listening Walk, Paul Showers
What Whiskers Did, Ruth Carroll
I Saw A Purple Cow and 100 Other Recipes For Learning, Ann Cole and Others
Gobble Growl Grunt, Peter Spier
Paper Folding To Begin With, Florence Remko and Elaine Simon
Listen Children, Listen, Myra Livingston
Uncle Shelby's Giraffe and A Half, Shelby Silverstein

HELPFUL ACTIVITIES:

1. Hear and Do
   a. Readiness Week-by-Week, p. 8, week 4, activity one.
   b. Direct the children to listen to the rhythm instrument when it talks and then clap that many times. Leader plays the drum (piano tones, bells, or any rhythm instrument) two times, loudly and slowly. Children imitate by clapping. Number of times to clap, the volume and the time can be varied.

   c. Give the rhythm instruments to the children and have the leader play the pattern for them to imitate by clapping or stamping foot.
   d. The leader says, "When the drum talks, the class may walk in the general space, but when the blocks talk, sit in any chair."
   e. Leader directs class to walk (run, skip, jump, hop, clap) as quickly or slowly as the rhythm instrument talks. "Wait to answer it." The locomotor movement is "run." Leader plays instrument and says, " (child's name) , how did the instrument tell you to run?" The child replies, "It told us to run (slowly, quickly, etc.)."

2. Story

"The Very Hungry Caterpillar" by Eric Carle is a delightful autumn story to read. The illustrations are especially good for sensory stimuli.

Movement Exploration (Dramatic Play)

a. "Find a personal space. Listen to my story. When I raise my hand, then tell the story with your body and your voice."
b. Story: "You are the cherry pie. How do you look? What will you say to the caterpillar as he is eating you?"
c. Story: "You are the caterpillar getting a new skin. Show what is happening. Show us why it happened."

Note: There are many experiences in this story to develop. The children will enjoy remembering and creating the Dramatic Play.

d. Establish a listening center a few days later and use a taped presentation of "The Very Hungry Caterpillar" with these directions on the tape at the end of the story:
    (1) Go to the "Art Center." Choose either paint, color crayons, clay, or things from the scrap box (collage type scraps) to show us the part of the story that you liked best.
    (2) When you are finished, if you want to talk about what you chose to do, I'd like to write what we talked about so we can share it with our friends.

*3. Other Favorites

Use other familiar stories as "Three Billy Goats' Gruff," "Three Little Pigs," the films of "Apryl and Her Baby Lamb." Activities similar to #2 could be planned. Stories new to the group could be used in the same manner as an evaluation.

Things brought for "Show and Tell" that are done at home would indicate interest and effectiveness. It is especially true for stories in which there is no follow-up in the classroom, or for a home-favorite.

*4. Teacher-Child Sharing (or group)

Good opportunity to talk about all the times we remembered to use capital letters and periods. Perhaps this activity would be nice to keep in "All About Me" folder. Refer to the introduction of the folder activity in the "Language helps us understand self, others, and our world."

Is the student able to choose appropriate words to identify and describe his ideas?

Has the student expanded his verbal power so that his stories are more creative and interesting?

This activity would be helpful in determining if more experiences are needed. What kinds?

5. Listen and Do

Make a tape for a "center activity" or small groups that includes directions as: Touch your thumbs together two times. Stamp one foot three times. Touch a table with your nose. Sit behind a chair and shake your head.

6. Who Said It?

Have a child stand with back to the group or behind a screen. He identifies the owner of the voice that has said a poem or a silly sentence, like "I am Mumbo Jumbo."

7. Sing and Touch

a. Teacher and class sing the well-known song, "If You're Happy and You Know It." Change phrase, clap your hands, so physical self-awareness is developed; for instance:

> If you're happy and you know it, touch your nose.
> If you're happy and you know it, feel your toes.
> If you're happy and you know it,
> Then your face will surely show it.
> If you're happy and you know it, shake your hands.

Other phrase substitutions: ear lobes, eyebrows, eyelashes, neck backbone, elbow, ankles, hip, etc. Singular or plural.

(Mari Graves)

b. Launch, pp. 71-83

There are many suggested class and individual activities to prepare for simple following directions.

8. Travel Plans

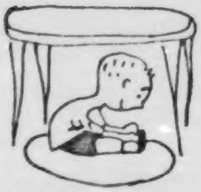
The children can travel when the leader says, "Now travel."

a. Tell the children the plan. Example: Move under your chair feet first. Stand in front of the chair. " child's name , what are our travel plans?" When that child or another can repeat them, then say, "travel." All participate.
b. As the year progresses, the number of directions can be increased as well as time, level, spatial position.
c. A tape recorder could be used with the child taping his answers and hearing it played back as an introductory activity as in activity "a."

9. What Is Your Name?

Give first child the puppet. He asks, "What is your name?" of a child near him. The answer, "My name is Susan Brown ." That child takes the puppet to ask the question and the next child answers. The mirror would add interest and depth.

10. Where Are You?



Direct children to find a secret personal space any place in the room. Child with puppet begins the game.

Puppet: Where is (child's name)?
Child named: I am under a table.
Puppet: Who is under the table?
Child named: (child's name) is under the table.

A new leader is chosen.

11. Hears and Imitates Sounds of Language, Child, pp. 7-15

12. Dial Your Friend, Child, pp. 47, 48

Activities to develop ability to make two or more exchange free conversations using telephones.

13. Friends

Have children choose a friend and go to a personal space. Tell them, "Pretend you and your friend are talking on the telephone. Show us how you and your friend will know who is talking. Are you talking about what you like to do best when you get home from Kindergarten?" It might be well to have a list of fun things to talk about and discuss it.

14. Telephone Usage

a. Write a class "Once Upon a Time" story using the title, "Tommy and His Telephone." "Once upon a time, Tommy received a real telephone and his own telephone number for his birthday. Tommy wants to know how and when to use the telephone. Could we help him by finishing the story and telling him about courteous ways to have fun with his telephone?"
b. Literature Drawer has entries that are appropriate to use.

15. Can You Guess and Tell?

Have children lie on their tummies and close their eyes. Choose one child to be the announcer and you point to or touch what he is to describe. It could be a child, teacher's desk, a bulletin board, or a fire truck that the child describes. Children may open their eyes after the object is described and the one who knows what it is may be the next announcer. If he has had a turn, he could choose a friend to do it. (Linda Silker)

16. Impressions

The sound, color filmstrip series, "Impressions," Volume 1, set 6, is very good in development areas (visual, aural, verbal) and in discussion and research. The creative writing and discussion ideas could be especially helpful in showing ways to get such projects "off the ground" as activities in the concept, "Language helps us understand self, others and our world."

17. Literature Drawer

Literature
Drawer
TC

These are possible poems to include in this area to develop appreciation and to motivate expression.

- a. "The Sad Shoes"--Use clay to make the sad shoes.
- b. "Out Walking" and "Ants"
  - (1) Opportunity to contrast size, age, relationship in discussion. Clay or pipe cleaners for figure making would add meaning. Creating own stories involving the sculpture is a fun learning activity. Suggest 5 in a group in a "center activity" with an adult monitoring the taping, or writing their cooperative tale.
  - (2) Good time to discuss a five-year-old's concept of a giant. A good opportunity for using body English and doing a "cooperative" story.
- c. "Just Watch"
- d. "Spinning Top"
- e. "Buildings"--This could be used well with "Out Walking."
- f. "Silly Listening Book"
  - (1) Talk about "How do sounds make you feel?"
  - (2) Play "Ring the Triangle."
- g. "Popcorn"
- h. "Just the Right Size"

18. Show the film "Puss in Boots" #8-64 (16 min.)

To evaluate their listening, see if they can retell the story as it happened.

19. Send a Message

- a. Tell the boys and girls you are going to send a message to John clear across the room. All the boys and girls will be between you and John and will relay the message one by one. If they speak and listen carefully, John will get the right message.
- b. A variation would be to send sounds instead of words, like "beep, buzz, ding-ding." See if they listen to their neighbor clearly enough to end up with the same sounds they started with.

20. Real or Pretend

- a. Read sentences below. Direct children to stand up if they hear a story about something really real; but if it is a pretend story, they may sit on the floor.

The dish ran away with the spoon.
Men have walked on the moon.
The cow jumped over the moon.
Some rings are made of gold.
A giraffe has a short neck.
An elephant always has his trunk with him.

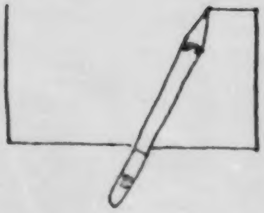
*b. Have children formulate "real and pretend" sentences. Initiate the task by saying "What did you ask your mother this morning? What did she reply? Can you think of something silly she might have said instead? What is something silly she might ask you? What would you tell her? Which sentences were real? Which ones were pretend?"

c. Literature Drawer

"Radiator Lions" would motivate activity "b."

21. Literature Drawer Entries

a. "Rainy Day" - This action poem is a "hear-do" activity in a dramatic play approach.
*b. "What Did Abby Give Her Mother?" Suggest that the story be taped including following directions, for either group or center experiences.



Draw a box. Next draw what Abby bought with her quarter inside the box. Then draw all the things Abby wanted to buy with her quarter outside the box.

Turn your paper over and use your color crayons like Abby did. Make what you think Abby made.

22. Instant Readers (A.V.)

These are good for literature experience as well as for developing skills in following directions.

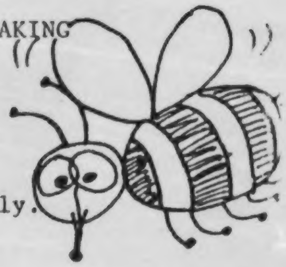
23. Read!Read!Read!

"Interact With Books" suggests a few ways of increasing appreciation and enjoyment of literature.

a. Make a model with clay to represent a favorite something or favorite someone in a story.
b. "A Line of Good Books"--stretch a cord across a room for displaying drawings illustrating books the class has enjoyed.
c. Draw a series of pictures on a long sheet of paper and put it on a roller for a "movie" of the story.
d. Plan and present a puppet show.
e. Plan a pantomime and have students guess the title of the story.
f. Play "Who is an Author?"
g. Write own booklets--class or individual.
h. Make a poster (group or individual) which shows a scene to stimulate others' interest in that story.
i. Children write a note to the librarian to say that the class enjoyed the story hour or a particular book.
j. Write a colorful description of one of the story characters (dictated, of course).

11. Create additional activities for a poem read and enjoyed.
12. Use favorite poems for choral reading.
13. Dress as one of the characters in a book and tell about yourself.
14. Book Chats. Child "reads" his favorite story to his class, or other groups.

## SPEAKING



CONCEPT: Language is communication.

SKILLS: Speaking is communicating thoughts and ideas effectively.

1. Increase vocabulary and functional use.
2. Expand language patterns.
3. Participate in fun speaking experiences (child-oriented and motivated) that build self-confidence.
4. Combine gestures, props, facial expressions, and body movements with verbal expression to make language a many dimensional communication art.
5. Use literature for enjoyment, satisfaction, learning interesting things, and igniting children's imaginations.

AVAILABLE RESOURCES:

1. Readiness Week-by-Week, p. 11, week 3, activity one
2. "Ferdinand the Bull" (film) (A.V. Center) #4-224 (8 minutes)
3. Learning Language Skills Kit I (A.V. Center)
4. Launch, pp. 48-50
5. Child, p. 96; p. 44
6. Language Activities Kit, Primary Levels, School IMC
7. Literature Drawer
   - "Bread"
   - "The House Cat"
   - "Just Watch"
   - "Hinges"
   - "Our Picnic"
   - "Show Us"
8. Folktales
   - a. Three Bears
   - b. Three Pigs
   - c. Peter Rabbit
   - d. Little Red Riding Hood
   - e. Gingerbread Boy
9. Library books in buildings
   - a. Giants and Other Plays, Syd Hoff
   - b. Little Plays for Little People
   - c. Puppet Party, Goldie Chernoff
   - d. Finger Puppets, Laura Ross
   - e. I Met A Man, John Ciardi

f. Show and Tell, H. J. Fletcher
g. Red Riding: A Story of How Katy Tells Tony A Story Because It Is Raining, Jean Merrill
h. Mr. Gumpy's Outing, John Burningham
i. Hands, Hands, Fingers, Thumb, Al Perkins
j. My Hands, Aliki
k. Faces, Barbara Brenner
l. Mine, Mayer Mercer
Mariana
m. Frog, Where Are You?, Mayer Mercer
Mariana
n. Brave Little Indian, Martin Holmes
o. Listen and Help Tell The Story, Bernic Carlson
p. Growl Bear, Margot Austin

10. Classroom materials and games

HELPFUL ACTIVITIES: 1. Who Is Speaking

In on-the-spot environmental teaching, learning aids would be helpful in implementing the activity "Who is Speaking?"

Listed below are some aids to encourage children to express and communicate ideas, feelings and emotions.

a. Bulletin board figures of children, animals, nursery rhyme characters--Three Bears, Three Pigs, Peter Rabbit, Three Billy Goats Gruff.

Note: The opaque projector is a quick, efficient way of making the characters childlike size.

b. Literature--print, non-print, filmstrips, films, tapes or records
c. Puppets--(commercial or childmade) hand or Puppet Playmates
d. Judy Story Sets
e. Raggedy Andy and Ann dolls and/or other stuffed toys
f. Tape recorder

Previous to the possible interaction of teacher, puppet and children, the puppet (Sam) has been singing and talking with the class daily. He has helped them sing, say, and do the nursery rhymes, poems; remember directions; so today, for instance:

a. Teacher: "Sam (puppet), are you going to talk with us today?"
Sam: "No thank you. I'd like to talk to Little Bear, but I have a problem."
Teacher: "What is your problem?"
Sam: "Little Bear can't talk. He's made of paper."
Teacher: "Maybe we could pretend he can talk. Someone can help him like I help you."

Sam: "Billy (child from class), would you help Little Bear talk?"

b. One child stands near Little Bear (part of a bulletin board scene). Puppet (Sam) is placed in a conversational position and the puppet initiates the conversation.

Sam: "Hello, Little Bear. Where are you going?"
Bear: (first child may need word or two prompting) "I'm going home. You can come too."
Sam: "Good. Can we play cowboys?"
Bear: "Yes, and have a carrot snack; I'm hungry."

c. Other bulletin board characters and puppet can have a talking time, especially if their locational positions change every couple of days or one disappears and is replaced. Possibly Little Bear might go across the room to visit Peter Rabbit or Mother Rabbit might meet Mrs. Bear when she is looking for Peter, etc.

d. Stuffed toys from the room environment or "Show and Tell" can be added to the bulletin boards to make them more interesting. The nursery rhyme characters serve the same purpose--hearing and responding to speech sounds: verbally, by pantomime, dramatic play, art media, music, and physical activity. These are active learning experiences because of the individual personal involvement, especially when the child reaches the stage he can create his own setting and dialogue without props.

2. What is Happening?

a. Use hand puppets, masks or some other identifying symbol in "What do you think is happening?" game.
b. Using a lion and pig hand puppets, the adult leader might say, "Danny Lion and Peter Pig are in the Red Owl Store. Tell us how they feel and what they are going to do."
c. Hopefully, after a few demonstration experiences the class could be in committees of as many children as characters are needed for a specific situation and story.
d. Make own puppet playmates (animal or people) and use in situation stories.

3. Literature Drawer entries that motivate visual imagery and creative thinking and expression:

"The House Cat," "Just Watch," "Hinges," "Our Picnic," "Show Us." A color crayon story picture following a tape of "Show Us" is a suggestion. A sequence activity is another approach.

4. Do and Say

a. What if you were Little Bear doing tricks in the woods? Show me in your Personal Space. What would you do and say?
b. What if a butterfly used your nose for an airport? Show us what you would do and say.
c. What if you were the butterfly? Show us.

d. What if you were touched on the shoulder by Father Bear? Show us in the General Space what you would do and say.
e. What if Peter Rabbit yelled in your ear? What would you do? In your Personal Space, what would you do and say?
f. If you were Peter Rabbit and you heard this (hopping) music, show us what you would do, in the General Space, and use your voice, too, if you wish.
g. You are the mouse in Hickory Dickory Dock and you hear this (running) music. In the General Space, show us what you would do and use your voice, too, if you would like to do so.

5. Old Friends

Use tapes for "The Little Red Hen," "Little Bear Visits Goldilocks." Each student could choose the way to show his favorite part of the story from one of the following learning centers.

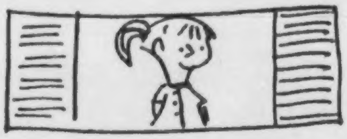
a. Clay
b. Paint and paper
c. Color crayons
d. Puppets for puppet show
   (1) Commercial
   (2) Pupil-made -- from materials provided
e. Creative dramatics
f. Tape recorder

6. Readiness Week-by-Week, p. 11, week 3, activity one

7. "Grab Bag Guessing"

a. Take a cloth bag and fill it with objects that have something in common as a scrub brush, toothbrush, clothes brush, hair brush, manicure brush, vegetable brush. Have children feel the bag and try to guess what is inside.
b. Remove the objects from the bag and talk about how they are alike and different and why they were in the bag as a group or set.
c. Put the brushes back in the bag (or do another day). Have children reach in and take out a brush and tell about it. A child might describe one like this: "It is a toothbrush. It says, 'Hello, teeth!'" (Linda Silker)

8. Who Do We See?



All sing or say:

I look out the window
Who do I see?
She's coming to (school name)
Her name is ______________.

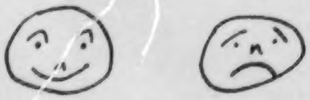
A chosen child stands before the group holding a cardboard window frame before his face, and his or her name is inserted in last line of song. (Lois Crouch)

9. Meet My Pal

Children sit in sets of two and visit. After a period of time, each child introduces his partner by telling his name and something about him, like his favorite food, toy, or book.

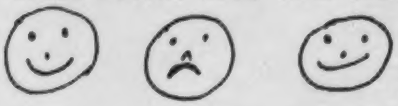
10. How Do I Feel Today?

a. Show a set of two faces drawn on chalkboard, easel or transparency as:



Children tell story sequentially of what happened to the persons and why.

b. Set of faces could become more than two.



*c. Each child could make a directed number of faces and fill in the expression and explain verbally. This could be an opportunity for dictated stories. Make into books for Kindergarten Authors' Library.

d. Have children dramatize events accompanying facial expressions.

11. Kindergarten Producers--Film

Spread shelf lining paper on floor. Mark off space for each child, wider paper on rolls in IMC works well, too. Teacher can print captions. When film is viewed, each child can stand and tell his part of the story. Possible film subjects might be zoo, animals, farm trip, visit to another school, a day in kindergarten, etc.

12. Film--"Ferdinand the Bull"

After discussing the film and listing the main ideas, have the children retell the story.

13. Learning Language Skills Kit

The materials and the ideas in the teacher's guide are especially good for this area of "Speaking." The Look-Listen-Say Mirror Book, Honey Bear puppet, The Look-Listen-Say Story Cards and the book Who Are We? are some of the materials that could be used effectively. This is good correlation with Reading Readiness Beginning Sounds program.

14. Launch, pp. 48-50

Activities two and three have puppet-making ideas for children to use easily and successfully (a possible center).

## SPEAKING

15. Child, p. 96

The unfinished sentence to be completed. Endings tell what may happen as the consequence of a given set of conditions.

Literature
Drawer

16. People Discussion

Divide the class into sets of mothers, fathers, children, and pets. Have each set discuss their interests, such as: Mothers talk about their children, or pets are very dependent upon their owners. What makes each set happy? sad? angry? etc.

17. Riddles

Child, p. 44. These are good introductory activities. Many riddle entries in Literature Drawer to use as well.

18. Poetry Drawer

a. These poems are good aids for visual imagery experiences:
    "The House Cat"
    "Chums"
    "Over and Under"
b. A Riddle: What am I? Many other riddle entries are available.
    Play animal riddles. Begin with a question such as, "Which animal gives milk?" Child who identifies animal asks the next question.
c. "The Green Grass Growing All Around"
    A good way of relating seasonal time division and do sentence starters, such as:
        Last fall we ______________________________.
        When winter came we ______________________.
        Now that it's spring we ________________.
        This summer we will ____________________.
    The poem "The Green Grass Growing All Around" would be good for introduction to choral speaking by repeating the refrain at a signal from the teacher.
d. "Start of a Storm"
    This would be good for "body language" activity.

19. Language Activities Kit, p. 12, Scott Foresman & Co.

The activities in this kit can be used in group participation or learning centers effectively. The accompanying teacher's guide, Language and How to Use It, is full of good ideas in a planned sequence. The ideas and materials are adaptable (entire or in part) to individual classroom needs.

The following is a descriptive list of the kit's contents which may be of value in your room. There are materials and activities for all of the concepts, but "Language is communication" has the greatest emphasis.

Language Activities Kit

a. Picture Sequence Cards - two sets of three picture cards, each set telling a complete three-part story.

b. One Picture Tells a Story - four picture cards, each depicting the middle episode of a story for which a beginning (before) and ending (after) are to be inferred.

c. Cafeteria - twelve small cards showing pictures of food.

d. Color Matching and Naming - fifty colored disks in ten different colors.

e. Matching Treasure Hunt - seventy-two geometric forms in three colors and four shapes.

f. Learning the Plural Forms of Nouns - eight picture cards showing people, animals, or objects whose names have regular or irregular plurals.

g. Map Game - card showing simple community map, with two wooden shapes (boys) for moving about on the map, and a set of directions for moving the boys on the map.

h. That's Silly: Word Order - six picture cards to be used with nonsense sentences, to show importance of word order.

i. That's Silly: Incongruities - four picture cards to be used with incongruous sentences, which pupils correct.

j. Face Masks - six, to be used in dramatization of "The Little Red Hen."

k. Snap - three packs of thirty-six cards, each set with eighteen different pairs of identical pictures for matching.

20. Game Time

Choose a story that has been read recently such as the "Gingerbread Boy." Say, "I am thinking of the story of the Gingerbread boy who popped in and out of the oven. When I say a word that you heard in that story, call out 'In'! If I say a word that was not in the story, say 'out.'"

Then name objects, people, animals from the story chosen, pausing after each one named. For example, if the "Gingerbread Boy" story was chosen, things named could be:

wood (in)
cow (in)
pig (in)
porridge (out)
bowl (out)
flax (out)
barn (in)
bridge (out)
fox (in)

### *21. Mother Goose Party

a. Explain that the friends of Mother Goose decided to have a birthday party for her. It was a surprise party and each one took something for lunch. When I hold up my hand, you may tell what food was brought for lunch. For example:
   (1) The Old Woman who lived in the shoe took hot __(broth)__.
   (2) Polly put the kettle on and made some __(tea)__.
   (3) The Queen of Hearts took a tray of __(tarts)__.
   (4) Tommy Tucker took white bread and __(butter)__ to spread on it.
   (5) The Queen, who came right from her kitchen, took bread and __(honey)__.

b. If this game was put on a tape the children could have a set of pictures to choose the correct answer.

### *22. Listen and Match

Say or use tape recorder and have a set of pictures or the children can respond verbally.

a. Who jumped over the moon?
Who laughed to see such sport?
Who flew away home?
Who frightened a mouse under a chair?
Who lost their mittens.

The pussy cat
Three kittens
The cow
Lady bug
The little dog

b. Each of the boys on your pictures has a name. Find him when I ask you what he did.

Which one went to sea?
Which one was a pumpkin eater?
Which one met a pieman?
Which one jumped a candlestick?
Which one put Pussy in the well?

Simple Simon
Peter
Bobby Shaftoe
Tommy Green
Jack be Nimble

c. Each of these nursery rhyme characters had something to do with pie. Tell what.

Who found their mittens?
Who had 24 blackbirds baked?
Who tried to buy a pie without a penny?
Who ate a Christmas Pie?
Who was an apple pie?

Simple Simon
King
Letter "A"
Jack Horner
Three Kittens

d. Find which musical instrument these friends of Mother Goose liked best.

| | |
|---|---|
| Old King Cole | horn |
| Jack, the Giant Killer | harp |
| Little Boy Blue | fiddle |
| A Fine Lady | bells |

e.

| | |
|---|---|
| Who went to market? | Daddy |
| Who went up the hill? | Pussy cat |
| Who went to London? | Pretty maid |
| Who went a-hunting? | Jack and Jill |
| Who went a-milking? | Little pig |

f. Name the Jack who -----

| | |
|---|---|
| -jumped over a candlestick | Jack-a-Dandy |
| -had a wife who ate no lean | Jack (and Jill) |
| -broke his crown | Jack Sprat |
| -loved plum cake and sugar candy | Jack "Be Nimble" |

g. Find the one who lived in -----

| | |
|---|---|
| -a shoe | Crooked man |
| -crooked house | Goosey Gander |
| -lady's chamber | A pig |
| -straw house | The old woman |

23. Stage

This book provides many suggestions for implementing creative dramatics. Simple, uncomplicated ways are suggested for these ideas which provide a bridge in utilizing one's own favorite materials in all areas of "Language is Communication."

24. Exchange

a. Grade five or six prepares a reading selection such as "Bread," which is a choral reading in the Literature Drawer, and present it to the Kindergarten class. Part of the preparation could include taping the chosen selection and presenting the tape to the kindergartners for a listening center activity on another day.

b. Invite grades 4, 5, or 6 to choose a "Kindergarten Pal" to read a story to at intervals throughout the school year. Examples of partner follow-up activities could be to make puppets, sculpture clay, paint or draw pictures of their favorite part of the story. Sometimes just talking about the story is enough. Each time this reading activity is done, the reader should choose a new pal. Halls, closets, corners, stairways, supply rooms are places to read in addition to the classroom environment.

Hosts, hostesses, guests at each age-level have a responsibility to keep interpersonal relations happy for all concerned.

c. Inviting another grade level to share "snack, toys and talk time" is another exchange variation.

25. What happened next?

a. Use "Mail" from Literature Drawer as an activity, using listening and body movement. Chalk, color crayons or clay could be used to illustrate what happened first, second, etc. "As I Was Going Out One Day" or another selection would be appropriate and could be done in like manner.

b. Provide each student with a 6" x 18" paper strip that is folded into fifths. Talk about picture stories that they'd like to make to show what happened first, second, etc. Remind them that some stories will only need part of the strip and others may need two strips.

Class sharing of the picture story strips can be enjoyed later in a listening center if each strip is numbered as each child tells his/her story and it is recorded on tape. If the child introduces himself/herself before he/she shares his/her story, greater motivation and satisfaction results. The story strips can be mounted on heavy cardboard (about 4 to a cardboard rectangle) which is also numbered to be used looseleaf with the tape or put in a book form.

26. I Wonder Why?

a. Place some objects in unusual places. Using a conversational tone, the leader says, "I wonder why __(object)__ happens to be __(location)__." Student responses can be recorded on a chart or taped.

b. Ask someone in the class to tell:
"Why the object observed is this way."
"What has happened to the object."
"How the object got in that position."
Using the suggestions in example.

Example: a doll on the floor in the corner, a glass turned over, an open door of a cage, a child's cap in a toy truck

Literature Drawer Entries

a. "Scarey" and "Hungry Honey" are adaptable to dramatic plays and puppet plays as sequential experiences.

b. "Start of a Storm" and "Four Kinds of Wading" may be used for body language experiences.

27. Is it?

These explanations might be helpful for a "balanced diet" in our "Read, Read, Read" activities:

Fairy Tale - a simple story with supernatural creatures like elves, fairies, and witches.

Fable - a brief tale usually having animals as characters, and containing a moral or a useful truth.

Legend - a story of events often regarded as historical, but not usually verifiable; an attempt to explain a natural phenomenon.

Folktake - a story from the common people depicting their life, customs, sayings, and traditions.

(Joanne Swenson)

Refer to "Books to Read to Children" list in the Appendix.

28. Telephone Talk

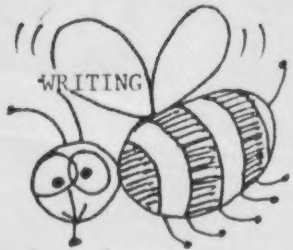
Telephone conversation starters:

a. ___(child's name)___! ___(child's name)___! Your garage is on fire! Call ___(child's name)___, the fire chief and tell him where the fire is.

b. ___(child's name)___, you are a mother (father) and your little boy is very sick. Call the doctor and ask him what you should do.

c. ___(child's name)___, call your favorite friend and invite her (him) to your birthday party.

d. ___(child's name)___, pretend you are calling ___(principal's name)___. Ask the principal if tomorrow everyone can have a holiday called "No School."



CONCEPT: Language is communication.

SKILLS: Practical and creative writing is an important tool in learning, thinking, and communicating.

1. Compare and contrast the relationships among the skills of speaking, writing, listening and thinking.
2. Record our thoughts and ideas as a form of language.
3. Understand that writing, both practical and creative, gives satisfaction and enjoyment to self and others.
4. Use literature for enjoyment, satisfaction, learning interesting things, and igniting children's imaginations.

AVAILABLE RESOURCES:

1. "Mr. Moto Takes a Walk" (film) (A.V. Center) #8-246 (14 minutes)
2. "Goldilocks and the Three Bears" (film) (A.V. Center) #4-316 (11 minutes)
3. "Little Red Hen" (film) (A.V. Center) #4-174 (11 minutes)
4. "Mother Goose Stories" (film) (A.V. Center) #4-180 (11 minutes)
5. Literature Drawer
   - "If I Had a Cardboard Box"
   - "Things to Touch"
   - "Melissa Melinda"
   - "Around the Corner"
   - "Upside Down"
   - "Tigers"
   - "Cat"
   - "My Cat"
   - "Cats"
6. Classroom materials and games.

NOTE: The majority of the activities in this section of the concept Language is communication are "station" adaptable. The skills from all the concepts are "interwoven" in this concept's activities.

7. Library books in buildings:
   - Rain Makes Applesauce, Julian Scheer and Marvin Bilek
   - The Very Hungry Caterpillar, Eric Carle
   - The Apple Mouse, Thomas Ulrich
   - Mr. Willoby's Xmas Tree, Robert Barry
   - Joke Book, Syd Hoff
   - 101 Elephant Jokes, Bennett Cerf
   - Pop-Up-Riddle Book, Bennett Cerf
   - Animal Riddles, Bennett Cerf
   - Book of Riddles, Bennett Cerf

## WRITING

Beginning to Read Riddles and Jokes, Alice T. Gilbreath
It Does Not Say Meow and Other Animal Riddles, Beatrice DesRegneirs
The Hare and the Tortoise, Paul Galdone
Obedient Jack (folktale), Folktale
Jack and the Beanstalk, Folktale
North Wind and the Sun, LaFontaine
The Richman and the Shoemaker, LaFontaine
Pinocchio, Herring
Poetry for Birdwatchers, Leland Jacobs
Where Does Everyone Go?, Aileen Fisher
In One Door and Out the Other, Aileen Fisher
Hey, Riddle Riddle, Ann Bishop
The Riddle Book, Oscar Weigel
The Riddle Pot, William Weisner
Mickey Mouse Joke Book, Walt Disney
About Little Things, Elizaveth Itse
Book of Nursery Tales, Jack Keats
Three Fox Fables, Paul Galdone
Fables of Aesop, Jack Keats
Town Mouse and Country Mouse, Paul Galdone
Shoemaker and the Elves, Folktale
Let's Imagine Being Places, Janet Wolff
Millions and Millions and Millions!, Louis Slobodkin
Let Her Dance, Charlotte Steiner
The Blueberry Pie Elf, Jane Thayer
The Popcorn Dragon, Jay Hyde Braun
The Good Bird, Peter Wezel
Poetry for Witches, Elves and Goblins, Leland Jacobs

HELPFUL ACTIVITIES: 1. Our Three Bears Story

Individual success, past and anticipated, is usually the best motivation. Use preschool familiar subject materials: The Three Bears, Little Red Hen, Peter Rabbit, etc. Stories may be presented by an adult, tape, filmstrip, recording or film. A choice of art media to use to show the students' favorite part of the story is another approach. The story is a treasure to take to an appreciative home audience. Rereading and sharing their story enhances its value to the "wee author." A clay sculpture would serve the same purpose with dictated story.

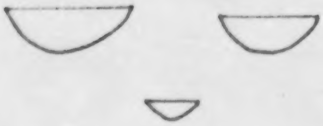
a. A 12" x 18" paper folded in four equal parts becomes a recall-sequential experience.

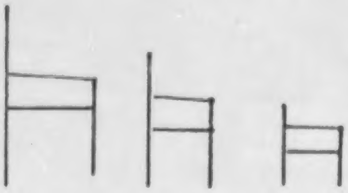
A color code is established by using red for Father Bear's things, blue for Mother Bear's things and green for Baby Bear.

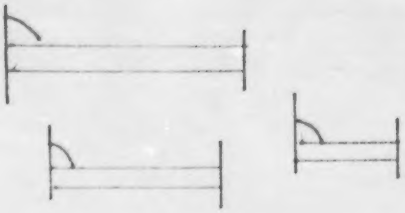
(1) Teacher directs that everyone put the numeral in the upper left rectangle and use a red crayon to make a large bowl for Father Bear, etc. "Notice we used a straight line and a curved one."

(2) Rectangles 2 and 3 are obvious from the illustration (chairs and beds). In rectangle 4 we can make our favorite part of the story. "I (teacher) will write the words that tell about your beautiful picture."

(3) Children are then directed to cut the paper on the folds to make the pages of a book. Arrange the pages so they can be counted as on the calendar. Teacher staples the cover and pages and writes the title "The Three Bears" on the cover.







4.

In this box the child tells his/her favorite part of the story. The child dictates the story that tells about his/her picture. He/she has created his/her own "literature" for the classroom, the library or his/her parents.

b. Mural by the class -- an aggregate of the favorite story parts with dictated stories. Display on a hall wall or in the room.

2. Sing and Do

a. About a week or so before beginning painting and color crayon painting stories, the following materials provide readiness and insight for the students. Songs, stories and pictures are by kindergarten children.

"Stories That Sing" by Ethel Crownshield, Boston Music Co., Boston, Mass. 1947

Early Fall -- "Timothy's Tunes" by Adeline McCall, The Boston Music Co., Boston, Mass. 1943

Later -- "Songs and Stories About Animals" by Ethel Crownshield, Boston Music Co., Boston, Mass. 1947

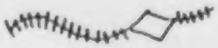
b. The children can enjoy them all year by playing them on the Melody Bells as the notes are numbered (numerals on the keys, too). This is an excellent opportunity to create musical compositions (group and individual). Keep songs available for student use and enjoyment.

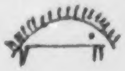
c. Tempra painting and creative writing. "Who feels like painting a beautiful picture today? Oh, I'm glad you want to. When you are finished, would you show it to me so that we can write the story it tells? Then you and your Mom can read it together because reading is talk written down."

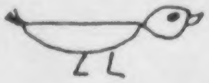
d. Keep the paintings once in awhile. Staple eight or ten with a cover for the classroom library corner. The title could be "Our Paintings." Read by the teacher for story time, the concept of the worth of the individual's ideas is "one of action." As the year progresses, these books become favorites at "Reading Times."

3. Guess What

Make a white circle on a chalkboard. Ask if anyone can tell what it is. After a short guessing time, tell them it is an ant. Put another dot on the board with yellow chalk. After another short guessing time, tell them it is a yellow jacket for the ant. The class can make up actions and/or pictures of the ant doing something interesting (example, playing follow the leader, playing a piano). Label the pictures. On later occasions, introduce simple things like:

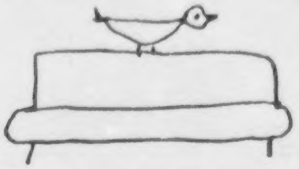




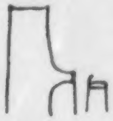


See copies of children's examples:

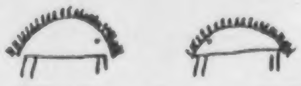
A bird jumping on a couch



An ant playing a piano

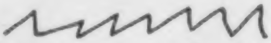


Man porcupine metting a girl porcupine



One and two sentence stories written whenever possible would be helpful in maintaining concept "Language has certain mechanical conventions." (Barbara Gernes)

4. Nonsense

a. Begin activity by making a jagged line . Direct children to make an imaginary creature out of this jagged line and paint it so everyone will really be surprised.

b. Make up names for the "special" creatures by having children name their favorite letters. As teacher prints the named letters on the individual pictures, she (or he) adds vowels here and there. Many interesting, even tongue-twisting, names result.

c. Each student's story of his/her unique creature's adventure can be placed in a book. This class book is another interesting one for the room library. It is loaded with natural child appeal.

5. Sillies Time

a. Early fall. Use a child's name and say: "__(Stacy)__ ate a ____________," and ask them to name something silly that she/he might have eaten, as a piano; or, "__(Susan)__ saw an animal at Dayton's trying on a bathing suit. It was a ____________." Teacher can write this on chalkboard.

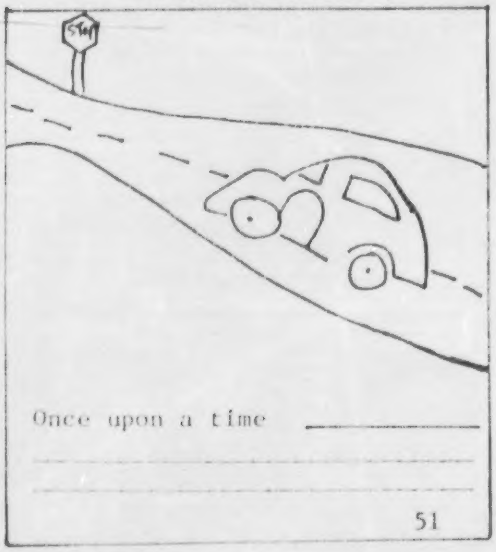
b. Later in the year, use words that begin with the same letter and the same sound as pigeon: Aunt Polly Pepper put a ____________ in her pocket. (piano, pencil, popcorn, popsicle, puppy, pig, etc.) Teacher can write this on the board. Tape and replay to encourage expression of ideas and listening.

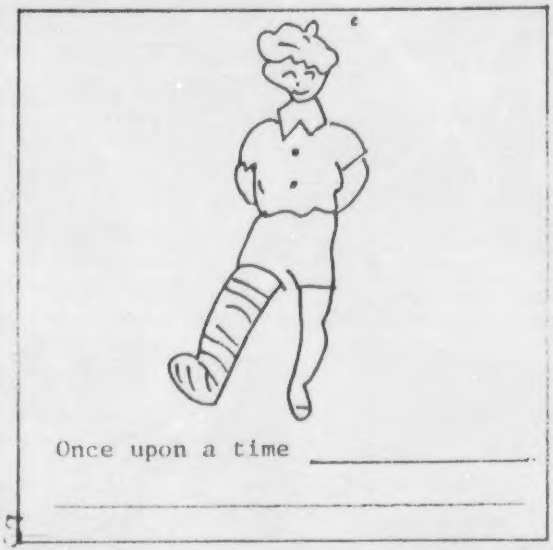
c. Draw the pocket and the silly thing to put in it. Print the story to develop further the children's understanding that language is writing. (Marilyn Graves)

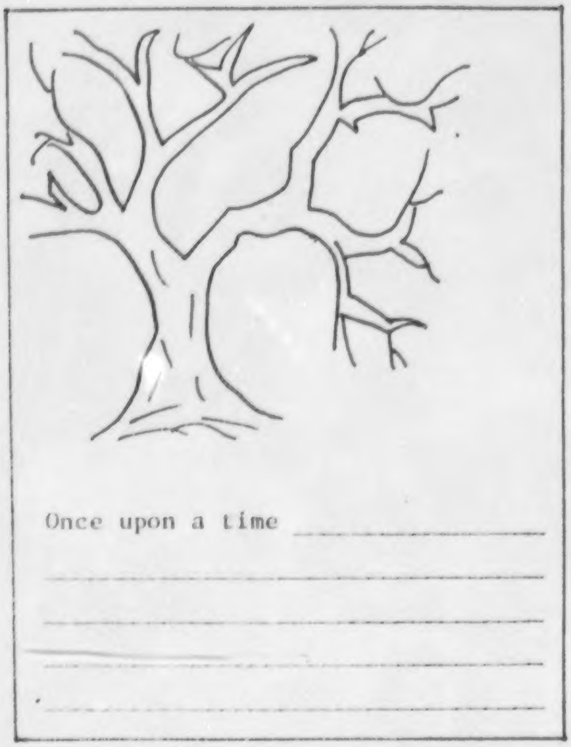
6. Once Upon a Time

a. Ditto a page similar to examples. Have child color his/her choice and draw anything he/she would like to, so his/her picture will be more personal and interesting. Have stories dictated.

b. If each child would like to make several, individual booklets can be made to be taken home, put in the "Literature by Kindergarten Authors" corner, or placed in the "All About Me" folder.







(Barbara Gernes)

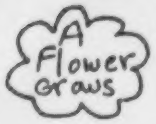
7. What We Did

   a. Record the story of a class project like making butter. Ditto copies of the story, leaving enough space so that the child can illustrate the part he/she liked doing best in the activity.
   b. Make a list of the materials needed to do the activity and a list of things that need to be done. (Martha Jacob)

8. Film - "Mr. Moto Takes a Walk" (#8-246)

   a. After showing the film, write each letter of the alphabet on the board, one at a time, and see if they can remember the animal for each in the film. As they tell you the animal, write the word for it.
   b. Prepare a set of pictures on cards of the animals seen in the film, a set of alphabet cards, and a set of name cards for a matching activity. Some children might enjoy making lotto type cards and then add their game to the room collection or use it for a center experience.
   c. Have the children write any letter from A to Z on their paper and then make a picture that starts with that letter.
   d. Give children the opportunity to make as many papers as they wish in activity "c" so they can have their own "ABC" books.

9. Shape Books



a. Give children a shape book such as a flower.

He/she writes a title (e.g., "A Flower Grows") and illustrates the life story of the flower in sequence. He/she tells the story in sequence using his/her book. A simple sentence written as dictated by the child would make the book more interesting.

b. Sometimes we would use student ideas for dramatic play or make problems: "What if --------- had happened instead of --------?" Many times they would want to try again with new ideas developed from old ideas. (Barbara Gernes)

10. Other People's Writing

Throughout the year twelve or fifteen poems have been learned. In early spring, make crayola pictures to accompany the favorite peoms (each child chooses his/her very favorite ones). Staple them together using a child-designed cover. The child may take his/her book home as a Mother's Day gift.

11. Literature Drawer

Many of these are good for developing visual imagery for speaking and writing:

a. "If I Had a Cardboard Box"
b. "Things to Touch"
c. "Melissa Melinda"
d. "Around the Corner"
e. "Tigers"

12. Picture Words

a. Have the children think of picture words to go with a favorite picture. Write the words on the board. The words could be used to write a short poem with the whole class involved. If the favorite picture chosen were a cat, then some possible words for the list could be furry, soft, playful, purring, etc.

b. Use poems about cats and the poem "Headlight" from the Literature Drawer.

13. Discussion: Picture Words

a. "What are they?" "Why do we use them?" This type of questioning will be helpful in talking about picture words. See how many picture words the class knows and write them on the board.

b. Another day, on a bulletin board chart or chalkboard, have the following:

The size of something or someone
The weight of something or someone
A dog
A cat

A canary
A turtle
A fish

As the child contributes a picture word, write the word on the board, put his/her initials next to it, and encircle both. Tell the child he/she has made a balloon symbol. When the children have finished, draw the "strings," connecting the lines to form a group of balloons.

14. Animal Action

a. Teacher names the animal and a child tells what the animal can do (jump, fly, hop, etc.). The child gives the action of the animal.
b. Have the children illustrate an animal in action and dictate a short sentence describing the picture.
c. Discussion: How many different things can a person do? Make a list on the board of all the action words the children think of. Illustrate the action words, make a book, do a bulletin board or picture dictionary.

15. Literature Drawer Entries (Your Choice)

Entries would be good to use as introductory experiences before activities 13 and 14. If they are taped they could become a reinforcement center activity. It has good possibilities for art correlation as in activity 10.

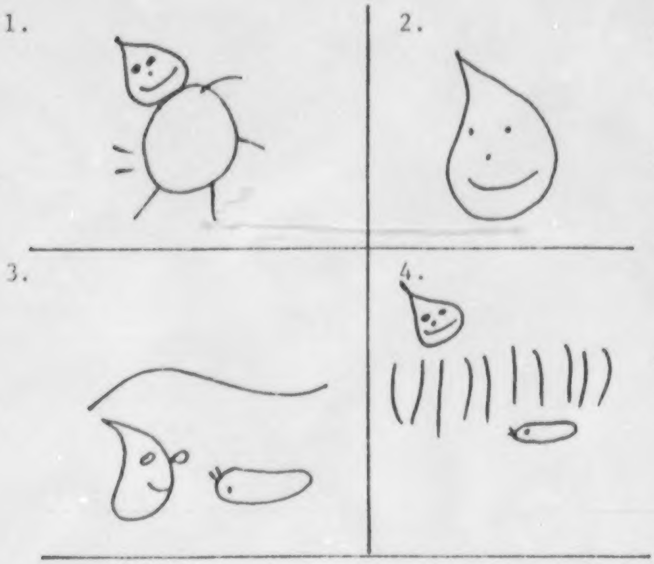
16. The Raindrop Adventure

Duplicate enough copies for your class of "The Raindrop" booklet that was distributed or make a Giant Book using the opaque projector. Tape the story.

Suggested Procedure:

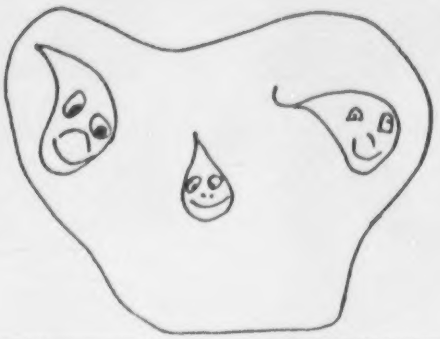
--Each student takes the book any place in the room to look at it.
--Put the book aside and join the class to listen to the taped story.
--Get the book and look at the pictures from left to right, top to bottom as the teacher reads the story.
--Put the books aside until it is time to take them home to share with the family.
--Teacher asks "How many of us can make our own Raindrop story? Do you suppose our raindrop will be doing different things? Maybe he/she has some friends."
--Tell us about your raindrop adventure with your color crayons.

Examples of children's responses:



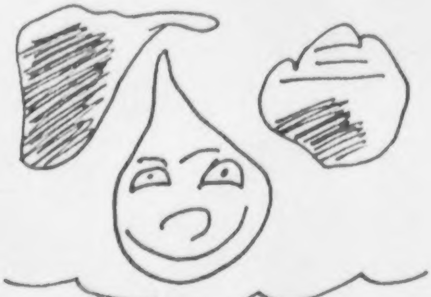
Example 1 -

1. Roger was on the sun. One day Roger jumped.
2. He fell down. It was just as he was going up on a rocket ship. But he was only going down.
3. He landed. Soon it was dark. Roger met something he had never met before. He did not know it was a worm. They talked.
4. Roger had to go. He said, "Bye, come and see me sometime."



Example 2 -

Roger, with his friends, played hop scotch. They played on Roger's cloud.



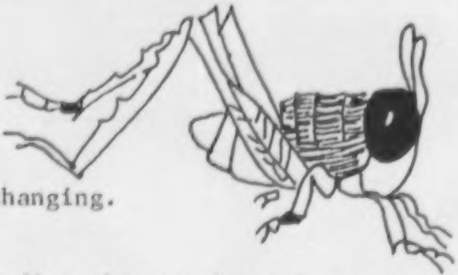
Example 3 -

It was raining one day, and Roger fell into the ocean--and his face wore off. Another raindrop fell out of a cloud and took a rope, threw it down and Roger hung on to it. The other raindrop painted a face on him. Roger floated up to his cloud. The other one did, too.

17. Literature Drawer

"Upside Down"

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



NEW WORDS
OLD WORDS
USAGE

CONCEPT: Language is constantly changing.

SKILLS:

1. Develop the understanding that word meanings are sometimes determined by usage.
2. Increase meaningful vocabulary usage.
3. Recognize "then and now" vocabulary as a comprehension help.
4. Realize that literature introduces us to the wonderful world of words and ideas.

NOTE: The physical, social, emotional and intellectual development of the student is reflected daily by his/her constantly changing language patterns.

AVAILABLE RESOURCES:

1. Puppet Playmates: "Space Explorers" (A.V.)
2. Literature Drawer
   "Astronaut"
   "Grandpa's Stories"
   "Little Brother"
   "Lesson"
   "Social Studies"
   "The Rocket Trip to Mars"
3. Health Course of Study

NOTE: The numbers after "Helpful Activities" under the concepts below refer to examples of "Language is constantly changing" skills which could be presented within broader and more meaningful experiences for your class. Choose the activities most appropriate for your students.

Language is communication.
    Helpful Activities:
    a. Writing: 1, 2d, 7, 12, 13, 15
    b. Listening and Speaking: 25, 19h, 18, 15, 4

NEW WORDS
OLD WORDS
USAGE

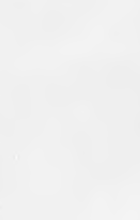
Language helps us to understand self, others and our world.
Helpful Activities:
- a. Self: 14, 10c, 10d
- b. World: 7, 1b, 2
- c. Perception: 12, 23, 24c, 22

Language has certain mechanical conventions.
Helpful Activities:
1a, 3, 9, 10, 11, 12, 13

4. Classroom materials and games

HELPFUL ACTIVITIES: 1. Name Me (Following activities lend themselves to "station" experiences.)

- a. On a bulletin board or chart, place two columns of pictures. In the left column you could have pictures or an ear of corn, pine cone, tree trunk, and head of lettuce. In the right hand column place pictures of a human head, elephant's trunk, ice cream cone, and human ear. After naming the pictures in each column, ask the class if they noticed anything about the names of the items. Then connect the items with the same names. Discuss how they are alike and different.
- b. Make sentences about items in activity "a" and tape record them. If it was a "pals" day, the pals could record their sentences in pairs and when the tape is played back, other chosen "pals" could point to the items being described in the sentence they are hearing.
- c. Read poems "Mister Carrot," "Nibble-ings," and "Vegetables." They are in the literature drawer. Play "What happened?" You are a carrot. Show me how you look. You are a ladybug. The chairs are rhubarb stalks, and the tables are pumpkin leaves. Show us what happened.
- d. Match and Say
  Make simple flannel cutouts (or have pictures) of the following objects with labels. Have children match pairs that use the same word: flower bulb, light bulb; plant, plant factory; flower stem, glass stem; knitting needle, pine needle; potato eye, human eye; string, string bean; human head, cabbage head.



2. Did Grandpa Do This?

- a. Discuss space travel, what the class knows about it, and why they would or would not like to be an astronaut. List the words that are related to space travel as they are mentioned during discussion.
- b. Read "Astronaut" from Literature Drawer and "The Rocket Trip to Mars" as readiness vocabulary development.

c. Use "Space Explorers" Puppet Playmates and have another child playing a "grandpa" role in a dramatic play experience. Students can make own "grandpa puppet playmates." Early in the year an adult can trace around the children (use 4th, 5th, or 6th graders, too) on heavy paper. Later in the year children can do the tracing as well as the coloring. Making animal puppet playmates with animal role playing stories is a variation.

Suggested role playing situations:

(1) Grandpa doesn't know enough about outer space and therefore is afraid and doesn't want his astronaut grandson to go up in the rocket. So the grandson has come to talk to him and give him information so he won't be worried.

(2) Grandpa is too old to go up in the rocket but he helps train his grandson for a moon trip. It is now one minute before take-off. What do they say to each other?

d. Have children imagine they are trees growing in a park. They are nearly fifty years old. Have them tell some of the things they can see happening now and things that might have happened long ago (clothes, foods, houses, transporation, etc.).

3. Many of the activities in the Language is communication concept group would be helpful here. Some suggested ones are in the note.

4. Closets of Clothes

a. Have the children try to name some pieces of clothing that are so new in name and style that grandpa and grandma didn't have them when they were young. Some examples are pantsuits, hot pants, coulottes. Then the teacher can give a descriptive list of clothes that were well known back then and now are hardly heard of. Examples of this are knickers, etc. Make a "Then and Now" display using a "teacher collection" of "then" pictures and have students use magazines to find "now" pictures that match.

b. Have children illustrate and name a piece of new clothing on one side of the paper and take it home and have parents illustrate and name an old piece of clothing on the other side. When they are returned, display or compile into booklets as has been suggested in other concepts.

5. In and Out Words

a. Have a discussion about things that have changed over the years (cars, clothing, buildings). Have pictures to show the change. "Antique" would be a candidate for "word of the week."

b. Old words have gone out in place of new ones, and many times the thing itself (like coat, boots) hasn't changed; only the name has. Together, make a chart showing the picture, old word and new word.

| | | |
|---|---|---|
| | galoshes | boots |
| | storm coat | top coat |
| | porridge | cereal |

6. Cupboards of Food

a. Have the children illustrate and then verbally describe their favorite meal that mom makes, dad makes, they make.
b. Use "6a" to lead into the realization that we have words for foods that have changed, but the food itself is quite the same.
    Examples: porridge - cereal
    flap jacks - pancakes
    cruellers - doughnuts
c. Use "6a" as an introduction to compiling a list of foods that we now have that grandpa and grandma didn't have.
    Examples: Shake-n-bake, hamburger helper, pot pies, etc.
d. This could be tied into the Health Course of Study where it makes a reference to the right kinds of food to eat.
e. Recipe books of favorite recipes from mother, dad or the child. Ditto one entry per student to include in the book to take home.
f. A book of original recipes by the students is another activity.

*7. Grandpa Says

The teacher or a child leader assumes the role of grandpa and says a word from the past. Children listen and say the word we use now.

Examples: ice box - refrigerator
davenport - sofa
bureau - chest of drawers
galoshes - boots
griddle cakes - pancakes
fire plug - fire hydrant
skillet - fry pan
porridge - cereal

*8. Literature Drawer: "Social Studies," "Grandpa's Stories"

Discuss "then and now" ways of doing things. "These are words for objects that were used long ago. Tell what word is used now." (flivver, overcoat, slicker, porridge, galoshes) "Can you think of others we've talked about?"

9. Speaking, Writing and Us

a. Discuss our physical growth from baby through the grandpa stage. Discuss verbal stages: sound, word sentences, many sentences.
b. Show a picture like a dog or tree. What would a baby say about this picture; someone in a nursery school; someone in kindergarten; a sixth grader; mom and dad; grandpa and grandma?

10. How I Grew

Tape "show and tell" early in the fall (or puppet play, role playing dramatics). Later in the year tape a similar experience and then play both tapes. Discuss how the class sounds on each tape. Did the children use more words? Also, were there many new words that were learned during the year?

11. Many Kinds of Talk

a. The way you talk and the words you use quite often depend on where you are. After a discussion ask the class to tell: "What you would say if -

-you were at a picnic with your friend."
-you were a teacher and someone tore your book."
-you were lost in a department store."
-someone gave you a new bicycle."
-someone gave you an old beat-up wagon."
-you were the parents and your little boy wouldn't eat his carrots."
-your daddy says he is going to take you on a camping trip."
-your mother needs to go to the hospital for a few days."
-someone is sad because he didn't get asked to play, go to a party, hurt his finger, lost his ball," etc.
-someone asked you to do some hard work like cleaning your room or putting your toys away."
-the TV was shut off right in the middle of your favorite program."

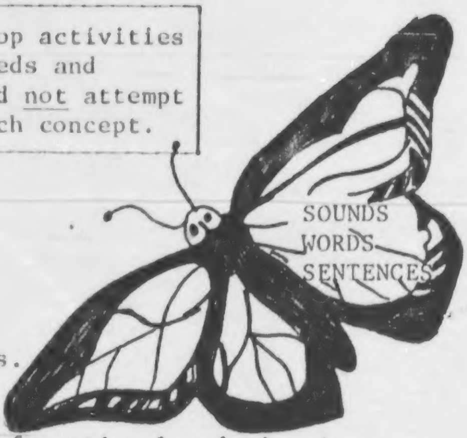
b. Taping the "If Stories" for later listening-enjoyment stations is suggested. If "11a" were done in fall and again in spring, an awareness and appreciation as well as an evaluation of growth in self-expression could take place.

12. Literature Drawer entries for this concept (or any concept) taped for "listen and do" stations is an approach. Many of the activities in this concept and the other concepts can be planned in centers.

13. Read!Read!Read!

The library lists in concepts Language helps us understand self, others and our world and Language is communication provide a number of choices to enrich and extend learning of suggested activities in this concept. Add your favorites so that words together are thought of as friends that are fun to meet and know.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



CONCEPT: Language has a variety of structures.

SKILLS: Note: Thus, composition provides informational and vicarious experiences (sad, happy, exciting, interesting, fun) using literature and dramatic play as vehicles and motivators.

1. Choose appropriate sounds and words to describe, identify or narrate according to individual ability.
2. Identify, interpret, infer, understand the main idea or purpose of a selection being viewed, heard, interpreted, or dramatized.
3. Understand that sound, words, and sentences in different patterns (fairy tales, poems, fiction) have given us information and enjoyment for many many years.
4. Recognize that communication is achieved through sounds, words, and sentences whether they are combined or stand alone.
5. Realize that clarification is dependent upon word meaning and usage.

AVAILABLE RESOURCES:

1. Literature Drawer Entries

   "The Telephone"
   "Song of Signs"
   "Chums"
   "Reds"
   "Song of the Train"
   "Bus Stop"
   "March Wind"
   "I Speak, I Say, I Talk"
   "The Parrot"
   "Merry Tinkle"
   "Let's Think About Picture Words"

2. Language Activities Kit

   "Listening Activities Record" (A.V. Center)
   "Learning Safety Signs"

3. Book

   Where Does a Butterfly Go When It Rains? by Mae Garelick

4. Launch, pp. 71-83, 160-168

5. Holt Data Book, pp. 150-169, 291, 24

6. Classroom materials and games

NOTE: The "Helpful Activities" for the concept "Language has a variety of structures" endeavor to show (1) that literature is expressed in many ways by various media: television, films, newspaper, magazines, books, radio, etc., and (2) that sounds, words, and sentences are combined, blended, or used alone to communicate meaningfully.

The numbers after "Helpful Activities" under the concepts below are cross references to examples of skills located elsewhere in this guide which could be presented within broader and more meaningful experiences. Choose activities most appropriate to the needs of your students.

Language helps us to understand self, others, and our world.

Helpful Activities:
- a. Self - 14, 10c, 10d
- b. World - 7, 1b, 2
- c. Perception - 12, 23, 24c, 22

Language has certain mechanical conventions.

Helpful Activities: 1a, 3, 9, 10, 11, 12, 13

Language is communication.

Helpful Activities:
- a. Writing - 1, 2d, 7, 12, 13, 15
- b. Listening and Speaking - 25, 19h, 18, 15, 4

HELPFUL ACTIVITIES: 1. Meaningful Noises

a. Discuss sounds that talk to us. Sometimes a specific question may be helpful. "How does your family know when it's time to get up in the morning?"

b. Ask the children, "Can a dog talk? Can the noise he makes tell you anything?" (angry, wounded). Use the same procedure for cats, birds, etc.

c. Ask the children, "Do we have any noises that help us?" (fire siren, church bells, screeching brakes, police whistle) Discuss "Sounds that warn us."

d. Ask the children, "Do people use noises sometimes instead of words to communicate?" (cry, laugh, scream, etc.) After they have made a list with the teacher have them dramatize someone in a situation where one of the noises is needed.

2. Literature Drawer entries would be meaningful learning aids - enjoyable, too.

*3. Each child is to choose a sound and make a picture of it. Write the word beside it as: picture of child crying with the word "cry." Pictures can become a bulletin board collage or "Sound-Picture" booklets. Use appropriate magazine pictures as an alternative.

4. Listening Stations

These activities can introduce or maintain meaningful noises activities and sound category.

a. "Sound Stories" on "Listening Activities" Record in Language Activities Kit.

b. Mood Music for "Snowflakes," "Growing Plants," "Fairies," and "Pantomime and Story Dramatization—Trolls" on "Listening Activities Record" in Language Activities Kit.

5. Sound Category

a. Have the children walk around in the general space until they hear a word that makes them think of a sound. The teacher says buzz . (eek, thump, hum, buzz, beep, hiss, etc.) The children stop and make the sounds of the word they heard using voices and/or body movement. At a given signal by leader (teacher or child) the children move about the general space until a sound word is heard.

b. Read poem "Wake Up" (Literature Drawer). Direct children to listen for action words (crows, clatter, toot, roar, slap, wake) as the poem is read. Recall words and do the appropriate sound and/or action.

c. Do "noise sentences" using the action words suggested or used in activity "2 a and b." Examples: I am a car and I (beep, honk, toot) my horn. One day I had a bee (buzz) in my ear. Recording the noise sentences provides a meaningful listening center for following day.

d. Make an action word dictionary in a display area and have the children illustrate the word as a picture of a lion and the word "roar." Making books using this activity and putting them in room library as a good alternative.

6. Signs

   a. Have a display of "Learning Safety Signs" in the Learning Activities Kit. Talk about the display briefly and then take a walk in the school area. Observe how many signs can be seen. Recognition of those alike and different from our room display would be good to talk about. The purpose of the signs should be discussed.
   b. Poems from the Literature Drawer - "Songs of Signs," "Reds" Read and discuss that signs sometimes use arrows, pictures, words together or separately to tell us important things.
   c. Direct children to choose a friend, go to a personal space, listen to this show, and do story: A cousin of yours is visiting your home. He is from Norway and cannot speak your language. How will he/she communicate that he/she wants to sleep, eat, play a game, watch television, change clothes, etc.?

7. Signal Words (Command Words)

   a. Discuss with the children how their minds react as soon as they hear a sound (fire drill, ambulance, telephone). Lead the discussion into showing how oftentimes just one word will tell our minds a lot. Examples (charge, freeze, stop, run, go, help, etc.) Compile a list together. Then have the class do what each word commands.
   b. Have the class make a picture dictionary of "command (signal) words." Each page would have a picture showing or doing what the word says. (A possible station activity.)
   *c. Have a child do an action that would need the signal word. Have the others give the word. For example, a child could pretend he/she is screaming for help and the other children would guess.
   d. With the compiled list from "4a" have the children decide where each word might be realistically used.
   *e. Do and Say
   Action words should be discussed and used prior to this activity.
      (1) Have a child pantomime an action word as: slap, hit, run, kick, jump, hop, climb, swim, etc. The child able to name the pantomime action is the next leader.
      (2) A set of pictures of the action words could be shown and the class could pantomime the action.
      (3) Transparencies would be effective.

8. Go Together Parts

Have words needed (are, and, yellow, apples, green) written on a chalkboard or on pocket chart cards. Provide wood scraps, chips, and/or other construction materials (wire, string, rocks, tile, etc.) and glue to make many individual dimensional sculptures later.

a. Each student selects pieces of construction materials and counts his/her set carefully. Ask, "How could we make something interesting (real or pretend) using this set of materials?" Hopefully, someone will volunteer "glue them together." When construction is completed, name it as: "Our Imaginary (child choice)" or whatever class wishes.

b. Read the set of words (yellow, are, and, apples, green) to the children and ask if they make sense or tell us something we can understand. (Reread if need be.) Read and rearrange words until they say "Apples are red, green, and yellow." Try other word groups. Discuss the analogy of the word sculpture and the sentence made. You take the pieces and fit them together to create something new. The sculpture and the sentence both communicate something interesting.

c. Each student is to use the provided construction materials and make a many dimensional sculpture.

d. The artists show and describe their sculptures. Some children may dictate a one or two sentence description. For some children, naming their creation will be enough.

e. Make a list of the materials used in activity "5a" and the two-sentence directions "how to do it" (choosing, glueing, naming, describing).

9. Let's Build a Story

This activity and others are in Child, pp. 50-52. You might like to use it prior to activity eight.

10. Language Activities Kit

Ideas and activities for verbal power and sentence pattern development are in the teacher's guide, Language and How to Use It, pp. 99, 97-100, 110-114, 222, 223, 58-68. You might wish to use activities 9 and 10 prior to 7 and 8.

11. Watch Me

a. Choose five children to pantomime. Assign roles and give each child a numeral 1, 2, 3, 4, and 5.
Story: We have five kittens in a pet store window. They want you to buy them. Watch and see how their actions are different. Decide which one you would like to buy. Kitten one is sleepy; two is angry; three is playful, four is crouching; five is friendly. Talk about the words that told us how the cats were different. Write the words on the board and say these are picture words that make our conversation and writing more interesting.

*b. Tell the story again and omit the picture words. Did the children notice the deletion? Could they recall what words were omitted?

*c. Have entire class pantomime the kittens in activity "a." Choose some to tell what kind of a kitten they are - "I am an angry kitten."

d. Designate from room environment objects such as a desk, chair, book, table, girl, boy, chalkboard, etc. Children are to name picture words that would identify which chair is being named—short, red, rocking.

e. Literature Drawer entry: "Let's Think About Picture Words"

12. We Talk to You

Have a display area with caption "We Talk to You." Use pictures or actual things (television, radio, record player, telephone, typewriter, projectors, newspapers, magazines, books, film, and filmstrips).

a. Books

(1) Use books that are in several areas of room. Ask the class to look for ways that books talk to them (real and unreal, happy, sad, silly, funny, scarey, informative).

(2) Make a bulletin board collage using old magazines for resource pictures and give it the title "Books Tell Us." Include a class poem that tells everything books can do: tell stories, sing songs, give recipes and games, tell about special days and places, tell us about important people now and long ago, and show us how to make and do things.

b. Newspapers

(1) Have many newspapers available and have children choose and tell about their favorite parts. Use newsprint to make a class newspaper by cutting one favorite part for each area. Paste on the newsprint (news, sports, comics, advertising, want ads).
Clippings from home may be brought for "show and tell." The child can tell one or two things about it. Other class newspapers could be made as an extension or a bulletin board captioned "Our News."

(2) Read poem "Newspaper" (Literature Drawer). Discuss why people read a newspaper. What are good manners for readers? Listeners? How can you ask for something you need while someone is reading?

(3) Role Playing
Divide children into family groups placed about the room and ask them to listen to a story that has been recorded on tape. While they are listening they should think about the characters that will be needed to tell their story about family talking. Listen to the story and then show and tell who was talking. Try pantomiming the story.

Story: It is right after supper in the Brown family's home. Father is reading the Rochester Post-Bulletin. Mother is doing the dishes and cleaning up the kitchen. The children are watching television and reading books. One of the children just found his/her favorite story, but he/she cannot read words yet. What is happening?

c. Television
  (1) Make a list of things TV tells people. Compare with newspapers, magazines, billboards, and door-to-door advertisements.
  (2) Station K.D.G.M.
  A "scooped out" floor television model can be used as as a "sharing time" approach. The child station-manager sits near the rear of the group with an improvised remote control gadget which he/she uses to indicate he/she cannot hear and understand what is being "shared."

  Daily changing of leaders, and having a conference about why we play this game is good mental-attitude readiness. A class-constructed television set using a large cardboard box, tinker toys, tempra paint, jump rope and a noise maker is a motivational device.

d. Present a TV program. Have an announcer, some commercials, and sound effects.
  (1) Discussion of what are commercials and the purpose for them. Discuss the idea that famous people do commercials to earn money and may not even like what they are talking about.
  (2) The program created by the students could be songs, poems, story dramatizations, tricks, etc., of children's choice to do.
  (3) Name the cereal eaten and tell why that one was chosen.
  (4) Tape a familiar commercial. Have children pantomime it.

e. Radio
  (1) Discuss how a radio talks to us.
  (2) Compare radio messages, billboards, television, newspapers, magazines, phonographs, tape recorder, telephone messages. "Message" would be a good "word for a week" activity.

*f. Is a "license plate" communication? Telephone number? Address? Street Signs?

g. Phonograph and Tape Recorder
Play contrasting samples of music and talk about how this music made one feel. Does this happen with any other instrument of communication? Talk about the intonations, time, sound quality that influences interpretation. Observe tired, happy, angry voices, and music in selected stories and songs. Have students choose a rhythm instrument to play and other students tell their interpretation.

h. Camera and Billboard
Take pictures of children doing various activities. Show, discuss, tell the messages intended.
Decide how the pictures could be used to tell a story to others (bulletin board or booklet with caption "Our Day" or any other child-created caption choice.)
*Compare and contrast camera and billboard messages with other messages that have been talked about.

i. Typewriter
   (1) Discuss kinds of messages a typewriter tells. Make a transparency of the messages and use on overhead projector. Do some for "i(2)" activity.
   (2) Give children the opportunity to use the typewriter after the class has observed how letters are arranged on the typewriter, the period and question mark symbols, how letters are capitalized when needed, how paper moves, etc. Play "Talking Typewriter" before individual operation of the machine or "Pretend Typing." Choose a child to touch the keys. Leader (teacher first) calls out letters of words written on chalkboard, transparency, or word cards. Children's names, environmental objects and pet names are suggestions (Mary, jump, desk, table) for the current typist. Reading the word typed is satisfying for all.
   *(3) Hopefully future typists will be motivated to choose labeled objects, their names and chart words to type. Use idea in station. Use captions of pictures of labels.

13. What Books?

In the appendix is a list of children's books that are available in most buildings. They are categorized as "Picture Stories" and "Books They Love to Hear."

14. Word of the Week

a. When a child uses a word that is not used daily in "room talk," that word could be chosen for a "word of the week" activity. For instance a child may say, "We had fun with the 'artificial' (substitute) teacher yesterday" or "A tiger is not gentle." Isolate the word "gentle" and talk about what we think when we hear that word. Find pictures (at school first time—at home after that) that show a "gentle" thing or happening. Pin on a display area with caption "Gentle." Look around the room for material things about which the word gentle or gently could be used in a sentence. "Show and Tell" will produce many contributions and reminders to use "the word of the week."

(1) "Gentle" books can be made individually, or by class using their drawings or magazine pictures.

(2) Bulletin board Mural with "gentle" theme or a "moving pictures" project.

(3) This activity could be "Diffy's Message," "Word Bank" instead of "Word of the Week." The word "communicate" initiated by teacher would be a good first-of-the-year starter. Other possible words: definition, artificial, balance, absent, season, substitute. It would not be expected that all "words" chosen would be given coverage as extensively as "gentle" above.

b. Launch, pp. 71-83, 160-168
This reference contains ideas to build on in developing individual activities using vocabulary with understanding. A tape recorder could be used effectively.

15. Should We? Shouldn't We?

Read "Chart for Pupil Errors in English Usage" in the Appendix. As the year progresses and the children participate comfortably, securely, and enjoyably, the correction of pupil errors can be done as an activity. Example: Use different sentences with the identical error. Ask "How could we say these words in a more interesting way?"

16. Holt Data Book

Look in teacher's guide, pp. 150-169, 291, 24 communication—mail, telephone, television, colors, etc.

17. "March Wind" Literature Drawer

It contains good action words and dramatic play material. Note the word "fond" for the "Word Bank" or "Diffy's Message," activity 13 in concept "Language has certain mechanical conventions."

18. Animal Babies

a. Purchase two Golden Shape Books (Raccoon on covers) so both sides of page can be used. Mount each page on 8" colored paper and cover with clear contact or laminate. Have a reading party so children can handle, read and talk about the animal mothers and their children. During this time introduce such words as kit, calf, joey, etc., in the conversation.

Have two sets of animal pictures, mothers and babies (one for mothers - one for babies), and a set of name cards for each to use in a group-matching activity or in a station.

b. Play "Connect." Place mounted book pages on a bulletin or flannel board. Have sets of pictures from "a" above in a container and lengths of yarn for joining the individual pictures and words with those on the mounted book pages. This activity is adaptable to a center.

c. Display the mounted book pages. Underneath or beside have incomplete sentences to be finished. Use small pictures to fill blanks. "I am a (picture of "joey". (Word card could be used too.) This is adaptable for a station experience.

19. Literature

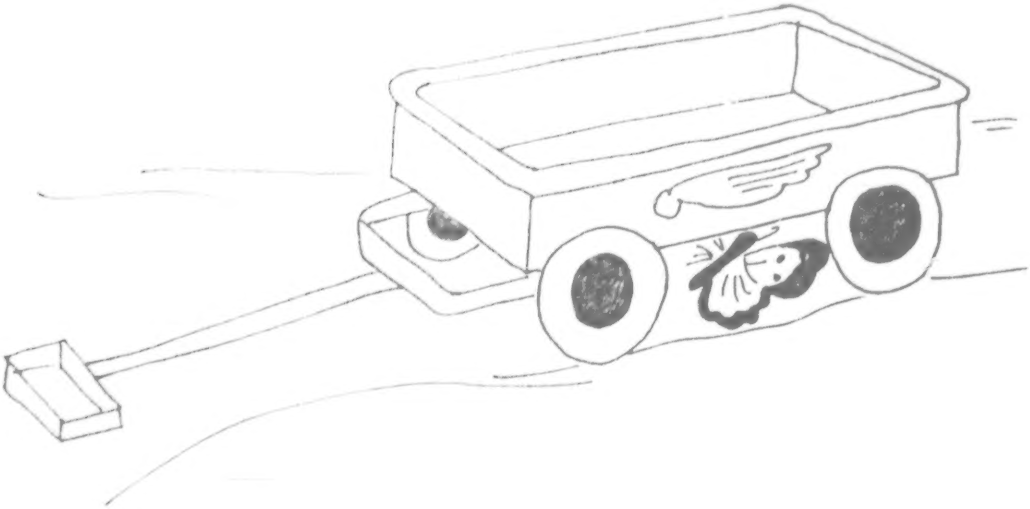
Read the book noting that the title is a question—Where Does The Butterfly Go When It Rains?

a. Talk about how the question is answered, having the children remember and complete telling sentences.

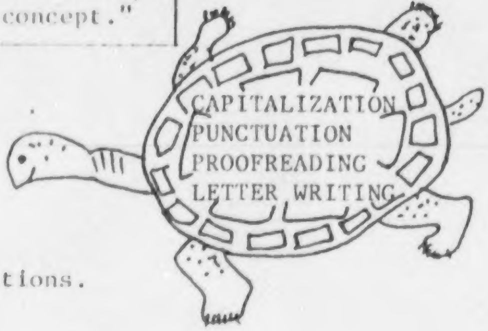
b. Have question dittoed (book title) and have children dictate their telling sentence that answers the question. Then illustrate the answer. Introduce by asking the group "Where do you think the butterfly could go when it rains? I hope it's a silly or unusual place."

20. Read!Read!Read!

The library lists concepts Language helps us understand self, others and our world and Language is communication provide a number of choices to enrich and extend the suggested activities in this concept. Add your favorite selections to the Literature Drawer.



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything within each concept."



CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Capitalize

   first word in a sentence.
   one and two-word story titles.
   names of people and pets.
   days of week, month and holidays.
   names of schools, streets, cities and states.

2. Punctuate

   end of a telling sentence by using a period.
   end of an asking sentence by using a question mark.

3. Proofread

   an activity when it is completed to see if it is done as directed.

4. Letter writing

   is birthday greetings, thank-you notes, invitations, and get well cards experiences.

NOTE: It is not intended that the skills listed with this concept would be presented formally. Instead the awareness of these communication skills is a part of language development throughout the year. For instance, the observation and participation in the dictation of an experience chart story or another creative writing activity build an understanding of the mechanics used to record speech meaningfully.

The numbers after "Helpful Activities" under the concepts below refer to examples of mechanical conventions skills that could be presented within broader and more meaningful experiences for your class. Choose the activities most appropriate for your students that develop the language arts concepts named. All concepts provide opportunities to observe that "Language has certain mechanical conventions" when literature selections are experienced.

CAPITALIZATION
PUNCTUATION
PROOFREADING
LETTER WRITING

Language helps us to understand self, others, and our world.

Helpful Activities:
a. Self - 14, 10c, 10d
b. World - 7, 1b, 2
c. Perception - 12, 23, 24c

Language has a variety of structures.

Helpful Activities: 3, 5c, 5d, 8a, 8b, 9, 10, 11a, 12a, 12b, 12g, 18c

AVAILABLE RESOURCES:

1. Child, pp. 15, 36, 37 notes 2 and 3
   p. 75, Procedure
   p. 79, Procedure

2. Readiness: Week By Week, p. 3, Week 2, Activity 1

3. "Sparky the Colt" (film) (A.V. Center) 4-242 (11 minutes)

4. Kindle I: Who Am I (kit) "The Joy of Being You" (A.V. Center)

5. Language Activities Kit, Scott Foresman (Building IMC)
   Language and How to Use It, pp. 93-114

6. Suggested library books

   How Big Is Big, Herman and Nina Schneider
   Who Made the Tracks
   It Does Say Meow, Beatrice De Rigiers
   The Riddle Book, Oscar Weigel
   Hey Riddle, Riddle, Anne Bishop
   The Riddle Pot, William Weisner

7. Literature Drawer (Entries are filed under this concept.)

   "Keep Off"
   "When You Talk to a Monkey"
   "Signs"
   "The Question"
   "A Riddle: What Am I?"
   "Period"
   "Question Mark"
   "Stop and Go"

8. What's in Diffy's Pocket, Instructional Fair (pages not numbered)

Animal Homes page, Button page, Doghouse page, Bottle page, Mr. Shapes page

9. Classroom materials and games

HELPFUL ACTIVITIES: 1. Magic Carpet

a. Leader has students sit on their magic carpets and says, "This is a 'thinking-about time.' For one minute think about this question: If you could have any pet in the whole wide world, what pet would you choose?"

An adult using a tape recorder says, "_(child's name)_ if you could have any pet in the whole wide world, what would you choose?"

Child's reply: "I wish I had a _(giraffe)_."
"I would like a ________."
"I would choose a ________."

Some students can assume the role of interviewer and this shared responsibility adds interest if the tape is used as a "listening center" at a later date.

b. Prepare a bulletin or chalkboard with title. "What pet (real or imaginary) do you have?"
Adult leader could say, "_(Child's name)_, what pet do you have?"
Child's reply, "I have a _(pet)_." can be written on prepared sentence strips if the activity is on a bulletin board. If a chalkboard is used the reply can be written on it directly. Child makes a crayon picture to illustrate his/her sentence as a follow-up activity. Another time the suggestions in activity "a" could be positive variations for this activity.

c. Using activity "b" as it is finally displayed and make a dittoed copy of all the sentences for each student, on which to underline all capital letters. Draw a line around each question mark and period. Attach to the picture made in activity "b" to "take home and share."

2. Emphasize capitalization of people and pet names by showing the sound filmstrip, "The Joy of Being You" from Kindle I: Who Am I?. A discussion about "self or me" following the showing will emphasize how special each of us is. Call attention to the value of correct usage of upper and lower case letters. Look around the room to find other examples of upper and lower case letter usage.

3. Write on chalkboard a sentence such as, "The boy walked to the door." Then write the same sentence substituting a student's name in place of the boy. Or write, "The ball hit him." In writing about special people, we use a capital letter.

   Suggested discussion questions:
   a. Did you observe the dot after the words that told us about the boy walking to the door? The dot (period) is a stop sign.
   b. Why does (child's name) begin with a capital letter?
   c. Discuss how the first and second sentence stories are alike/different.
   d. Write this sentence on the chalkboard (or any writing surface): "Is your name Tom Turtle?" A child chosen to reply might say, "No, my name is ____________." Write the child's reply and have the group discuss how the sentences are alike or different.
   e. Pretend you are a "period" or a "question mark" and tell us what special work you do. Now pretend you are "a capital letter," or a "small letter" and tell us about your special work.

4. Choose a Friend

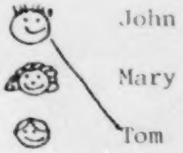
   a. Put student name cards and name cards for objects in the room environment (piano, desk, flag, door, etc.): on a tree or in a simple box shape made of yarn on a bulletin or flannel board. Each day half of the children can find a friend's name tag and give it to the rightful owner.
   *b. Talk about the ways cards in activity "a" are alike or different to develop awareness and beginning recognition of alphabet letters. A class chart story written to record the discussion might include:

      Capital and small letters help us.
      Capital letters show us important or special things.
      Our names begin with capital letters.
      Words are made by putting letters together.
      The capital letters are dressed up as when we go to a party.
      The small letters are like us when we are dressed in our play clothes.

5. Show a filmstrip or film as "Sparky the Colt." After the class has viewed and discussed it, write the names of people and pets on the board or a transparency and ask, "Are these special or important? How do we know?"

6. Who do you know?

   a. Put five or six children's pictures and names on a bulletin board and string yarn to connect them.



   b. Or, put names in a basket shape and children can match names with pictures. If using this idea for a center, a real basket or any interesting container would be fine.

7. What can you see?

   a. Make a transparency of three to five objects that are in the room environment: e.g., calendar, name of the month, piano, etc. Divide the children into teams, groups, committees, or by tables and say, "Joan's table, what can you see? Show us." They match an object in the transparency with the corresponding object in the room.

   *b. At another time write the names of the objects in activity "a" on the chalkboard, on a transparency, or on individual cards and proceed to do the same as with activity "a." This can be adapted to a center easily by using a picture of eyes with the caption "What can you see?"

8. Verbal games in Child, pp. 15, 36, 37, 75, and 79, are good for building and understanding of sentence sense.

9. Magic Helpers

   a. Use a previous chart story, thank-you note, or story of a child's painting and put it on a transparency. Read it to the class. Talk about the periods, question marks, and capital letters in the chosen selection. Then take away the proper punctuation and capitalization and read it in that form. Discuss the need for these marks and ask which way was more interesting.

   b. Suggest, "Let's do our own story (poem) about Raggedy Andy going hunting and see if our Magic Helpers help us to make our story interesting. Proofread now and throughout the year.

10. Dictation Groups (Children dictate, teacher writes)

    a. Chart story of an interesting excursion, or pet visiting class
    b. Directions for a fire drill
    c. Ideas or list for a party or program
    d. Thank-you note, birthday greeting, get-well card, invitation
    e. Day's plans
    f. Daily log (evaluation of day)
    g. Bulletin board captions, conversations

11. Literature Drawer

    Selections would be appropriate and enjoyable for this concept, "Language has certain mechanical conventions.". Some entries reproduced in chart size are another experience in punctuation and capitalization. Ditto copies of entries the students could do in a station activity and then take home.

12. Creative Writing

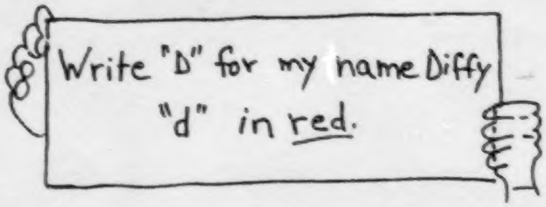
    a. Children dictate stories about their one, two, or three dimensional creative activities. This is an opportune time to note the capitals and punctuation marks needed. If displayed in the room in an appropriate manner, the material will be observed as a part of a living, doing, and growing environment. Refer to concepts "Language is communication," and "Language has a variety of structures," for introductory and focus activities "12a" and "12b."
    b. Show and tell. When kindergarten authors bring the books they've made, note wherever capitals, periods, and question marks are used correctly. Peer appreciation encourage "I-can-do-it-too!" attitudes.

13. Diffy's Message

    a. Display Diffy's message and the hands that will hold his "special message" for the day. Make the special message cards to be inserted when emphasis is needed.

Diffy's Message

I am Diffy.
My face you cannot see.
Just my fingers show
To hold up things
I want to share
With my special friends
YOU


Write "D" for my name Diffy
"d" in red.

CAPITALIZATION
PUNCTUATION
PROOFREADING
LETTER WRITING

b. Other Diffy message examples:

VERY IMPORTANT PERSON

(child's name)

NUMBER KING

(23)

BIRTHDAY CHILD

(child's name)

c. Make a ditto copy of "a" with a message to mark all the lower case "m's," a specific numeral, a certain shape, etc., for each child to take home.

14. Read!Read!Read!

The library lists in concepts "Language helps us understand self, others, and our world" and "Language is communication" provide a number of choices to enrich and extend learning of suggested activities in this concept. Add your favorites.

Books!
Books!
Books!

# APPENDICES

## ORAL AND WRITTEN USAGE PROBLEMS

## in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reenforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

### Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boy which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

### Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

## Subject-Verb Agreement

1. four boys *was*
2. he, she *come*
3. he, she, it *don't*
4. he *give*
5. we, you, they *was*
6. he *run*

## Double Negatives

1. do*n't* have *nothing*
2. ca*n't* *hardly*
3. I *ain't* got *no*
4. do*n't* have *no*
5. did*n't* have *none*
6. have*n't* *no*

## Adverbs and Adjectives

1. He is *gooder*, (for *better*)
2. Of the two, she is the *best*. (for *better*)
3. ran *slow* (for *slowly*)
4. sang *good* (for *well*)

## Miscellaneous

1. *A* apple (*an*)
2. would *of* for *have*
3. *between* the four boys (*among*)
4. *in* for *into*
5. *to* for *too* (or vice versa)
6. *then* for *than* (or vice versa)

# GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphasis of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

## KINDERGARTEN

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Listening to and enjoying literature | Story time<br>Have many books available through library corner.<br>Meet with librarian as time permits. | ***Teacher with help Librarian |
| Creating and sharing literature with others | Have each child dictate a story, poem, or idea to his teacher who writes it for him.<br>The child's "literature" can be illustrated with one or more pictures.<br>A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library. | Teacher with support librarian |
| Listening | Use of oral story reading, records, etc. to compliment kindergarten curriculum. | Teacher and librarian |
| Books in library | There is checkout system in school and public library.<br>Books are usually checked out to each room in kindergarten. | Teacher with help of librarian |
| Good citizenship<br>Care of books | Clean hands.<br>Page turning (upper right hand corner).<br>Placement of books on shelf (spine showing). | Teacher |
| Use of library | Quiet and courteous.<br>Care of books.<br>Good listening. | Librarian and teacher |
| Books have their place | Each book has proper place--lost if not back in right place. | Teacher with help librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 1

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Literature appreciation (Major emphasis in program) | Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry reading, etc.<br>Provide motivating activities such as displays, presentations, etc. to stimulate and encourage reading. | ***Librarian and teacher<br>Much of this is in classroom as part of literature. |
| Creating and sharing with others | Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish.<br>Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes. | Teacher (Librarians help in this process) |
|  | The students are shown how a book is catalogued and given a check out card.<br>These books of children's literature can then be placed in the classroom or school library for other students to read. | Librarian |
| Reading is rewarding | Encourage independent reading as soon as teacher indicates. | Librarian and teacher |
| Illustrations | Make note of particularly well illustrated books. Discuss points of good illustrations in student's estimation.<br>Note that pictures are really part of story.<br>Use books without words for story telling. | Librarian |
| Good Citizenship | Discuss library atmosphere and behavior expected.<br>Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage. | Librarian and teacher |
| Parts of books | Table of contents to find material. | Teacher (when using text books) |
|  | Title page, author and illustrator. | Librarian and teacher |

GRADE 1
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Arrangement and replacement of book on shelf | Teacher arrangement of books on picture book section and expect them to return books correctly. | Librarian |
| Checkout procedure | Explain procedure and help in checkout. | Librarian<br>Teacher help needed when students can not check out own books. |
| Room library | Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished. | Teacher<br>Librarian help for exchange of books |
| Rochester Public Library | Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months. | Teacher and librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 2

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Listening to and enjoyment of literature | Read variety of books and books by same author to children.<br>Continue appreciation begun in Grade 1.<br>Promote habit of going to library to satisfy individual or class interests.<br>Help children select books at their own reading levels.<br>Provide sympathetic guidance and attention to child's book selections.<br>Encourage balanced reading. | ***Librarian and teacher |
| | Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc. to stimulate and encourage reading.<br>Provide browsing time for selection of recreational reading material. | Librarian and teacher |
| Creating and sharing literature with others | Continue practice begun in Grades K and 1 in which students create their own "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read. | Teacher (Librarians help when needed) |
| Illustrations | Continue with work begun in Grade 1.<br>Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc. | Librarian |
| Parts of book | Continue with title page as to title, author, illustrator. | Librarian |
| | Review table of contents.<br>Look for parts in their own selections. | Teacher w/textbooks librarian |
| Use of library | Explain and discuss different areas of library; their importance and use.<br>Explain arrangement of books on shelf as needed by group. | Librarian |
| Arrangement and replacement of books to shelves | Review placement of books to easy section.<br>Teach alphabetical shelf arrangement. | Librarian (Teacher when help is needed while learning) |

GRADE 2
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Good citizenship | Build habits conducive to acceptable library climate.<br>Review proper care of books as needed.<br>Learn proper way to open new book. | Librarian and teacher |
| Checkout procedure | Review | Librarian |
| Rochester Public Library | Schedule visit to public library and encourage use of Public Library and Bookmobile | Teacher and/or librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

## GRADE 3

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Literature appreciation<br>Types of literature | Use of oral reading, story telling, records, filmstrips, flannel board stories.<br>Encourage balanced reading habits.<br>Provide browsing time for selection of recreational reading material.<br>Help children select books at their reading level.<br>Promote habit of going to library to satisfy individual or class interests. | ***Librarian and teacher |
| | Continue motivating activities to encourage reading. | Librarian and teacher |
| Creating and sharing literature with others | As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their own "literature." The literature book can be one student's work or a collection of one set of stories from the class. | Teacher (Librarian when help is needed) |
| Illustrations | Continue work on Caldecott Award books and other well-illustrated books. | Librarian |
| Use of books<br>Care of books | Review as needed | Teacher and librarian |
| Parts of books | Review cover, title page, title table of contents.<br>Introduce index and glossary. | Teacher |
| Type of books | Define fiction and non-fiction.<br>Find an easy book of fiction and non-fiction.<br>Encyclopedia presentation, as needed with mature students (optional) | Librarian |
| Use of library<br>Good library citizenship | Review good library manners as needed. | Librarian reinforced by teacher |

GRADE 3
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Procedure for check-out | Give additional instruction as needed. | Librarian |
| Card catalog (Optional) | Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready. | Librarian and/or teacher |
| Sections of the library | Introduce the arrangement of the fiction section by author.<br>Introduce the arrangement of the non-fiction section such as,<br>Fairy tale section<br>Biography section<br>Science section<br>Recreation section<br>History section<br>Magazine section<br>Introduce the magazines pertinent to group. | Librarian |
| Rochester Public Library | Schedule visit and encourage use of Public Library and Bookmobile.<br>Remind children of special activities at Public Library. | Teacher and/or librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

## GRADE 4

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Listening to and enjoying literature | Continue reading motivation in line with 4th grade interests and abilities.<br>Provide activities to stimulate reading. | ***Librarian and teacher<br>Librarian and teacher |
| Creating and sharing literature with others | Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' own "literature." | Teacher (Librarian when help is needed) |
| Encyclopedias | Emphasize use of encyclopedia.<br>Guide words<br>Arrangement of topics<br>Introduce<br>Index<br>Cross references | Librarian and teacher |
| Periodicals | Emphasize the magazine section of the library.<br>Have children notice different kinds of reading material contained in magazines.<br>Subject index where needed. | Librarian and teacher |
| Card catalog skills | Card catalog (Major emphasis)<br>Author<br>Title<br>Subject<br>Others as needed | Librarian |
| Parts of books | Review<br>Title pages, table of contents index, glossary.<br>Introduce publisher, place, copyright date. | Teacher and librarian |
| Library citizenship | Continue encouraging proper library attitudes. | Teacher and librarian |
| Rochester Public Library | Visit library and encourage its use. | Teacher and/or librarian |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

## GRADE 5

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Enrichment | Introduce new books and other media (not limited to fiction)<br>Newbery books<br>Author books | ***Librarian |
| | Supplementary books or materials to correlate with the reading program (varies within buildings) | (Classroom teacher<br>(Reading teacher<br>(Librarian |
| | Continue providing motivating activities to stimulate reading. | Librarian and teacher |
| Creating and sharing | Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read. | Teacher (Librarian when is needed) |
| Library citizenship | Continue encouraging proper library habits. | Librarian and teacher |
| Arrangement of library materials | Review easy, fiction, non-fiction reference, pamphlet file.<br>Audio-visuals where needed. | Librarian |
| | Dewey Decimal system reinforcement | Librarian and teacher |
| Parts of book | Review--cover, title page<br>Stress preface, copyright date index, glossary, table of contents. | Librarian and teacher |
| Card catalog skills | Types of cards (Review and stress where needed)<br>Author<br>Title<br>Subject<br>Pamphlet file<br>Cross reference<br>Audio visual materials<br>Annotations found on catalog cards | Librarian |
| Encyclopedias | Review<br>Arrangement of topics<br>Guide words<br>Index<br>Cross references<br>Compare available encyclopedias. | Librarian and teacher |

GRADE 5
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Special Dictionaries | Review or introduce<br>Unabridged<br>Abridged<br>Thesaurus<br>Subject | Librarian and teacher |
| Other reference | Review or introduce<br>Subject encyclopedias<br>Atlases<br>Year books<br>Biographical dictionary<br>(Others found in individual libraries) | Librarian |
| Periodicals | Review use of various magazines.<br>Emphasize magazine section of library.<br>Children to note types of reading material contained in each magazine.<br>Use Subject Index (where needed) | Librarian and teacher |
| Rochester Public Library | Encourage use.<br>Have class visits. | Teacher |

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

## GRADE 6

6th grade library skills are a review of 5th grade skills with emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| **Literature Appreciation and<br>Reading Motivation | Continue to present new and relevent material to encourage reading. | ***Librarian and teacher |
| | Provide and encourage activities which will stimulate students to read. | Librarian and |
| Creating and sharing | Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library. | Teacher (Librarian when help is needed) |
| Encyclopedias General | Review in general<br>Stress<br>Comparison<br>Copyright date<br>Index<br>Cross Reference | Librarian and teacher |
| Encyclopedias Special | Introduce or review the book.<br>Tell purpose arrangement format of special encyclopedias available in school libraries. | Librarian and teacher |
| Dictionaries<br>Unabridged<br>Abridged<br>Special | Introduce or review the dictionary--tell purpose format of those available. | Librarian and teacher |
| Atlases | Introduce or review atlases available in library. | Librarian and teacher |
| Almanacs | Introduce or review almanacs available in library. | Librarian and teacher |
| Other Reference books, Facts, Records, Quotations, etc. | Introduce or review those available in library. | Librarian and teacher |
| Author books | Introduce or review author books that are available in library. | Librarian and teacher |

GRADE 6
cont'd

| SKILL | CONTENT | *RESPONSIBILITY FOR INITIATING |
|---|---|---|
| Magazine indexes<br>Subject Index to Child. Mag.<br>(Optional) Nat'l Geographic | Use of samples of Children's Magazines.<br>Index (Central Processing) | Librarian and teacher |
| Rochester Public Library | Encourage use.<br>Schedule class visits. | Teacher |

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference use is necessary.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

## FRIENDLY LETTER

| | |
|---|---|
| Heading | 1401 Maple Street N.W.<br>Rochester, MN 55901<br>May 6, 1980 |
| Greeting | Dear Stuart, |
| Body | ____________________<br>____________________<br>____________________ |
| Closing<br>Signature | Your friend,<br>Ross Jones |

| | |
|---|---|
| Return address | Russ Jones<br>1401 Maple Street N.W.<br>Rochester, MN 55901 |
| Address | Stuart Randall<br>171 Green Avenue<br>Portland, ME 27055 |

BUSINESS LETTER

| | |
|---|---|
| Heading | 1602 Fourth Street S.E.<br>Rochester, MN 55901<br>October 21, 1980 |
| Inside address | Majestic Toy Company<br>348 State Street<br>Minneapolis, MN 55414 |
| Greeting | Gentlemen: |
| Body | |
| Closing signature | Yours truly,<br>Jim Doffer |

| | |
|---|---|
| Return address | Jim Doffer<br>1602 Fourth Street S.E.<br>Rochester, MN 55901 |
| Address | Majestic Toy Company<br>348 State Street<br>Minneapolis, MN 55414 |

APPENDIX D

## STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

| | | | | | |
|---|---|---|---|---|---|
| Alabama | Ala. | (AL) | Missouri | Mo. | (MO) |
| Alaska | | (AK) | Montana | Mont. | (MT) |
| Arizona | Ariz. | (AZ) | Nebraska | Nebr. | (NB) |
| Arkansas | Ark. | (AR) | Nevada | Nev. | (NV) |
| California | Calif. | (CA) | New Hampshire | N.H. | (NH) |
| Canal Zone | C.Z. | (CZ) | New Jersey | N.J. | (NJ) |
| Colorado | Colo. | (CO) | New Mexico | N. Mex. | (NM) |
| Connecticut | Conn. | (CT) | New York | N.Y. | (NY) |
| Delaware | Del. | (DE) | North Carolina | N.C. | (NC) |
| District of Columbia | D.C. | (DC) | North Dakota | N. Dak. | (ND) |
| | | | Ohio | | (OH) |
| Florida | Fla. | (FL) | Oklahoma | Okla. | (OK) |
| Georgia | Ga. | (GA) | Oregon | Oreg. | (OR) |
| Guam | | (GU) | Pennsylvania | Pa. | (PA) |
| Hawaii | | (HI) | Puerto Rico | P.R. | (PR) |
| Idaho | | (ID) | Rhode Island | R.I. | (RI) |
| Illinois | Ill. | (IL) | South Carolina | S.C. | (SC) |
| Indiana | Ind. | (IN) | South Dakota | S. Dak. | (SD) |
| Iowa | | (IA) | Tennessee | Tenn. | (TN) |
| Kansas | Kans. | (KS) | Texas | Tex. | (TX) |
| Kentucky | Ky. | (KY) | Utah | | (UT) |
| Louisiana | La. | (LA) | Vermont | Vt. | (VT) |
| Maine | | (ME) | Virginia | Va. | (VA) |
| Maryland | Md. | (MD) | Virgin Islands | V.I. | (VI) |
| Massachusetts | Mass. | (MA) | Washington | Wash. | (WA) |
| Michigan | Mich. | (MI) | West Virginia | W. Va. | (WV) |
| Minnesota | Minn. | (MN) | Wisconsin | Wis. | (WI) |
| Mississippi | Miss. | (MS) | Wyoming | Wyo. | (WY) |

# ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

## REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accomodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: Chapter 7 in Language for Daily Use, systematically takes the student through the process of oral and written reports. The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

## ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing ideas
- Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
- Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
- Sentences record events in sequence.
- Children express ideas through stories and poems.

GRADE 3: The paragraph
- Additional sentences help express a complete idea.
- Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
- The paragraph is an idea unit.
- Organize the paragraph using time order sequence.
- Organize the paragraph using space order sequence.
- Use relevant details in developing the paragraph.

GRADE 5: The paragraph
- Define the topic sentence.
- Use details.
- Expand the paragraph.
- Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
- Use main ideas in making topic sentences and titles.
- Relate sentences and ideas.
- Expand paragraph content concisely.
- Organize the paragraph.

GRADE 7: The paragraph and narrative composition
- Review paragraph essentials.
- Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

## A CHECKLIST FOR ORAL AND WRITTEN REPORTS

______ 1. Have I selected a specific topic for my report?
    My topic is something--
        ______ I am interested in and would like to learn more about.
        ______ I can find information about.
        ______ I would like to share with someone else.
    My topic is specific enough for my report ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie."

______ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

______ 3. Have I used several sources to get information for my report?
        ______ What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?
        ______ Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

______ 4. Have I written in my own words sentences to answer my specific questions?

______ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

______ 6. Have I written my report from my notes in paragraph form?
        ______ Do my ideas follow one another in a clear manner?
        ______ Have I proofread my final copy?
        ______ Have I combined facts and imagination to create an interesting report?
        ______ Have I taken pride in my report?

---

Reporting facts may have an imaginative approach:

### COLUMBUS AND I DISCOVER AMERICA

> I am Herman, a house cat. But I spent a lot of time on a boat when I helped discover America. You see, it all started back in 1492 when I sailed with Columbus when he discovered America. Whew, it was a long voyage - especially for a cat that is not used to water. Let me explain what happened ......

## LIST OF ENGLISH LANGUAGE ARTS FILMS

APPENDIX F

### Kindergarten

| | |
|---|---|
| 8-614 | "Apryl and Her Baby Lamb" |
| 8-64 | "Big Red Barn" |
| 4-224 | "Ferdinand the Bull" |
| 4-316 | "Goldilocks and the Three Bears" |
| 4-935 | "Hailstones and Halibut Bones: Part I" |
| 4-936 | "Hailstones and Halibut Bones: Part II" |
| 4-126 | "Hare and the Tortoise" |
| 4-634 | "How Long is a Minute?" |
| 8-368 | "Jazzoo" |
| 8-10 | "Leaves" |
| 4-174 | "Little Red Hen" |
| 4-180 | "Mother Goose Stories" |
| 8-246 | "Mr. Moto Takes a Walk" |
| 8-64 | "Puss in Boots" |
| 4-527 | "Sheep, Sheep, Sheep" |
| 4-242 | "Sparky, the Colt" |
| 4-249 | "Story About Ping" |
| 4-522 | "Wee Geese" |

### Grade One

| | |
|---|---|
| 8-64 | "Big Red Barn (The)" |
| 4-262 | "Just One Me" |
| 4-133 | "Little Red Riding Hood" |
| 8-683 | "Merry-Go-Round Horse" |
| 4-590 | "Naughty Owlet (The)" |
| *4-677 | "Right Thumb, Left Thumb" |
| 4-213 | "Rumplestiltskin" |
| 8-583 | "Sleeping Beauty (The), Brier Rose" |
| 4-523 | "Z Is For Zoo" |

### Grade Two

| | |
|---|---|
| 4-460 | "Communications: A First Film" |
| 8-75 | "Dragon Stew" |
| 4-237 | "Elephant Eats, The Penquin Eats: Nouns" |
| 4-533 | "Hello Up There" |
| 4-587 | "How The Elephant Got His Trunk" |
| 4-585 | "How the Whale Got His Throat" |
| 8-267 | "Listening" |
| 4-258 | "Monkey See, Monkey Do: Verbs" |
| *4-676 | "The Point of View Movie" |
| 4-649 | "Punch and Jonathan" |
| 4-539 | "The Puppet Show Caper" |
| 4-108 | "Rapunzel" |
| 4-256 | "Tale of the Groundhog's Shadow" |
| 4-535 | "Ugly Duckling"* |
| *8-119 | "Word World" |

### Grade Three

| | |
|---|---|
| 8-786 | "City Awakens (A)" |
| 4-170 | "Frogs Are Funny: Frogs Are Fat: Adjectives" |
| 8-787 | "Hop Scotch" |
| 8-8 | "House That Wasn't There (The)" |
| 4-586 | "How the First Letter Was Written" |
| 8-615 | "Letter To Grandmother (A)" |
| 4-332 | "Let's Write A Story" |
| 8-619 | "Little Airplane That Grew" |
| *8-1120 | "Paragraph Park" |
| *8-1118 | "Sentence City" |
| 4-635 | "Signs, Symbols, and Signals" |
| 4-197 | "Squirrels Go Up, Squirrels Go Down: Adverbs" |
| 4-475 | "Story of a Book" |
| 4-158 | "Story of King Midas (The)" |
| 4-582 | "Where Should a Squirrel Live?" |

### Grade Four

| | |
|---|---|
| *8-1017 | "Basic Reading and Writing Skills" |
| 4-591 | "Buttercup" |
| 8-617 | "Caterpillar" |
| 8-619 | "Clown" |
| 8-741 | "Dead Bird (The)" |
| *8-761 | "Discovering Language: The Alphabet Story" |
| 8-632 | "Haunted House (The)" |
| 4-8 | "Horses" |
| 8-655 | "Kevin" |
| 8-634 | "Legend of the Magic Knives (The)" |
| 4-517 | "Magic of Communicating" |
| 4-2 | "Making Haiku" |
| 4-582 | "Once There Were Bluebirds" |
| *8-1153 | "Seeing Through Commercials" |
| 12-753 | "Selfish Giant (The)" |
| 4-589 | "Snow" |
| 4-250 | "Story Acting is Fun" |
| 16-523 | "White Mane" |
| 8-1212 | "Stop That Period, Period That Stop" |
| 8-1270 | "Subject and Predicate" |

### Grade Five

| | |
|---|---|
| 4-588 | "Africa" |
| 4-53 | "Building Better Paragraphs" |
| 4-536 | "Casey at the Bat" |
| *8-1014 | "Five Basic Skills" |
| 8-633 | "Follow Mr. Willoughby" |
| 8-641. | "Get the Message" |
| 4-592 | "Good Goodies" |
| 8-373 | "Improving Your Oral Reports" |
| 8-765 | "Painting With Words" |
| 8-628 | "Story of Zackary Zween" |
| 4-276 | "We Discover the Dictionary" |
| 12-525 | "Winter of the Witch" |
| 8-1253 | "The Secret" |
| 8-1271 | "Common Nouns, Proper Nouns, and Pronouns" |

### Grade Six

| | |
|---|---|
| 8-799 | "The Jail Door Went Clang" |
| 4-79 | "Leaf" |
| 8-778 | "The Man Who Bought Monday Night" |
| 8-777 | "Mean, Nasty, Ugly Cinderella" |
| 8-631 | "The Perils of Priscilla" |
| 8-616 | "A Rainy Day Story" |
| 8-322 | "Saga of Windwagon Smith" |
| 8-620 | "Searching Eye" |
| 8-597 | "Tales of Hiawatha" |
| 8-80 | "Teiva" |
| 8-776 | "What's Riding Hood Without the Wolf?" |
| 8-1272 | "Adjectives, Adverbs, and Prepositions" |

APPENDIX G

## DOLCH BASIC SIGHT VOCABULARY

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
be
because
been
before
best
better
big
black
blue
both
bring
brown
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
him
his
hive
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
stop
take
tell
ten
thank
that
the
their
them
then
there
these
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

APPENDIX H

# BOOKS TO READ TO CHILDREN

## Kindergarten and First Grade

### Particularly Effective Picture Stories

| | |
|---|---|
| Aulaire, Ingri and Edgar | Don't Count Your Chicks |
| Bishop, Claire and Kurt Wiese | The Five Chinese Brothers |
| Brown, Marcia | Stone Soup |
| Daugherty, James | Andy and the Lion |
| Fishcher, Hans | Pitschi |
| Freeman, Lydia and Don Freeman | Pet of the Mat |
| Gag, Wanda | Millions of Cats |
| McCloskey, Robert | Blueberries for Sal |
| Quigley, Lillian | The Blind Men and the Elephant |
| Rey, H. A. | Curious George |
| Sawyer, Ruth | Journey Cake, Ho! |
| Seuss, Dr. | And To Think That I Saw It On Mulberry Street |
| Slobodkina, Esphyr | Caps for Sale |
| Titus, Eve | Anatola |
| Yashima, Taro | Crow Boy |

### Books They Love to Hear

| | |
|---|---|
| Anderson, Clarence | Billy and Blaze |
| Anglund, Joan | A Friend Is Someone Who Likes You |
| Anglund, Joan | Love Is A Special Way of Feeling |
| Asbjornsen, Peter | The Three Billy Goats Gruff |
| Bannon, Laura May | Red Mittens |
| Barry, Katharina | A Is For Anything |
| Baum, Arline and Joseph | One Bright Monday Morning |
| Budney, Blossom | A Kiss Is Round |
| Bright, Robert | Georgie's Halloween |
| Burton, Virginia | Katy and the Big Snow |
| Burton, Virginia | Little House |
| Burton, Virginia | Mike Mulligan and His Steam Shovel |
| De Angeli, Marguerite | Mother Goose Rhymes |
| De Regniers, Beatrice | May I Bring A Friend |
| Dickens, Charles | The Magic Fishbone |
| Eichenberg, Fritz | Ape In a Cape |
| Emberley, Ed | The Wing on a Flea: A Book About Shapes |
| Flack, Marjorie | Angus and the Ducks |
| Gannett, Ruth | My Father's Dragon |
| Godden, Rumer | The Doll's House |
| Greene, Carla | I Want To Be a Policeman |
| Guilfoile, Elizabeth | Nobody Listens to Andrew |
| Heilbroner, Joan | The Happy Birthday Present |
| Hoban, Russell and Lillian | A Baby Sister for Frances |
| Hoban, Russell and Lillian | Bread and Jam for Frances |
| Holland, Marion | A Big Ball of String |

| | |
|---|---|
| Hurd, Edith | No Funny Business |
| Ipcar, Dahlov | Brown Cow Farm |
| Jones, Elizabeth | Twig |
| Joslin, Sesyle | Baby Elephant and the Secret Wishes |
| Keats, Ezra | Peter's Chair |
| Kessler, Leonard | Big Red Bus |
| Krauss, Ruth | A Hole Is To Dig |
| Krauss, Ruth | The Happy Day |
| Kunhardt, Dorothy | Gas Station Gus |
| Kuskin, Karla | Just Like Everyone Else |
| Langstaff, John and Nancy | Over In The Meadow |
| Leaf, Munro | The Story of Ferdinand |
| Lenski, Lois | Policeman Small |
| Lobel, Arnold | A Zoo For Mister Muster |
| McGinley, Phillis | The Plain Princess |
| Mosel, Arlene | Tikki, Tikki Tembo |
| Munari, Bruno | The Birthday Present |
| Munari, Bruno | Who's There, Open the Door |
| Parish, Peggy | Amelia Bedelia |
| Payne, Emily | Katy No-Pocket |
| Peet, William | Farewell to Shady Glade |
| Rey, Hans | Curious George Learns the Alphabet |
| Rickert, Edith | The Bojabi Tree |
| Sauer, Julia | Mike's House |
| Sendak, Maurice | Where the Wild Things Are |
| Seuss, Dr. | The Cat in The Hat |
| Shulevitz, Uri | One Monday Morning |
| Slobodkin, Louis | Millions and Millions and Millions |
| Slobodkin, Louis | Trick or Treat |
| Thurber, James | The Great Quillow |
| Tresselt, Alvin | Wake Up, City! |
| Tresselt, Alvin | White Snow, Bright Snow |
| Udry, Janice | A Tree Is Nice |
| Webber, Irma | Up Above and Down Below |
| Wildsmith, Brian | Brian Wildsmith's ABC |
| Wildsmith, Brian | Brian Wildsmith's 1, 2, 3's |
| Zion, Gene | All Falling Down |

APPENDIX I

## ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

### - KINDERGARTEN -

1. When children go on family trips, encourage them to write diaries to share upon their return to class. Ask the traveler to send the class post cards. Later the child can use the cards to tell the story of his vacation.

2. Use a book or a filmstrip with a tape recorder for the children to use in small groups of three or four or to use individually.

3. Make a puppet house from large box. Children may bring their own puppets or use the ones from the room. Use during Learning Center time to create their own shows, etc.

4. Creative Writing: Start with a few sight words. The children put the words into the phrase they want such as: The ball is red. They draw a picture which shows this story. After several phrases are written and pictures made, a little booklet is put together. The children can read the simple sentences. This is a good project for gifted students in late spring.

   Beverly Milton

5. Oral expression: The shy or timid child is given ample opportunity to record his voice on the language art kit recording strips. When he becomes adept at speaking short, simple sentences progress to the tape recorder.

6. Oral expression: The children use puppets both commercial and their own. They practice with the puppets to present a familiar story. The little plays are recorded on the ITV equipment so they can see themselves and improve upon their performances. Mirrors are another way to observe development.

   Sing and Do

   a. "Did You Ever See a Lassie"

      Substitute child's name for "Lassie." Child in center of the ring acts out a familiar actviity which is copied by the class. Class members then have a chance to "solve" or "guess" the activity. The child who guesses goes into the center, if he or she is prepared with a new activity.

   b. Sing and do "When I go to ___(town, place)___, (instead of Did You Ever See a Lassie).

      Say and Pantomime locomotor movement of "go this way and that way."